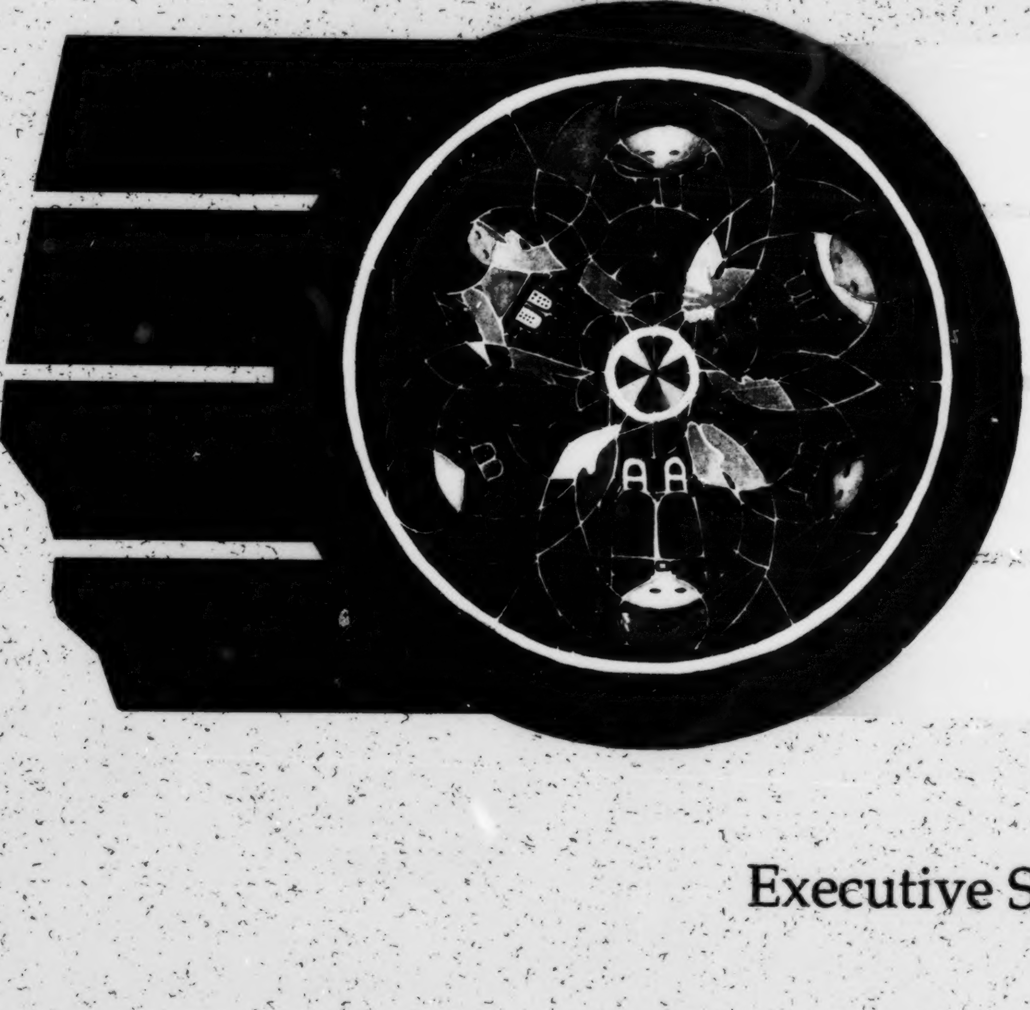
# Integrated Services Review

## Yellowhead School Division No. 12



## Executive Summary

THE PREMIER'S COUNCIL
ON THE STATUS OF PERSONS WITH DISABILITIES

Alberta
EDUCATION

ERC
Alberta Education
Response Centre

# Yellowhead School Division No. 12

# Integrated Services Review
## Executive Summary

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# Acknowledgements

Many people contributed to this study and took a personal interest in making it a success. Special thanks are extended to all the teachers, parents, students, administrators and other school-based personnel who took the time to be involved in the survey, observation and interview procedures that were so important to the evaluation.

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| Gerry Kysela | University of Alberta, Department of Educational Psychology |
| Art Peddicord | Alberta Education |
| Klaus Puhlmann | Yellowhead School Division No. 12 |
| Denele Somshor-Walsh | Alberta Teachers Association |
| Fran Vargo | Premier's Council on the Status of Persons with Disabilities |
| Sabita Jaipaul | Executive Assistant, Education Response Centre |

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| Shaf Kassam | Word Processing, Data Entry |
| James Kierstad | Parent Interviews |
| Cathy Klemmer | Data Entry |
| Anna Koutis | Literature Review, Document Review, Parent Interviews |
| Valerie Pruegger | Parent Interviews |
| Kimberley Strome | Word Processing |

# Executive Summary

Yellowhead School Division No. 12 was the first school district in Alberta to adopt a policy of full integration of students with special needs. The Premier's Council on the Status of Persons with Disabilities and Alberta Education determined to jointly fund a descriptive review of the change process in that district. The purpose of the evaluation study was to examine the process by which Yellowhead School Division integrated children with disabilities into regular classrooms and to describe the current status of this process. The study covered the school years 1986-87 to 1990-91.

The following objectives were developed to guide the evaluation:

***Historical Context***

a) To review documentation related to the Premier's Council with particular reference to its impact on education.

b) To review the literature on the change process as it relates to this process of integration.

c) To describe the way programs were formerly offered to students with disabilities.

d) To review the development of Board policy regarding the integration process with particular reference to the following:

  - Governance - the role of Board, central office and school administration as they relate to special needs children
  - Facilities - planning process and current facilities for special needs children
  - Human Resources Management - recruitment, deployment, evaluation and inservice issues related to special needs children
  - Student Services - assessment, placement and evaluation of special needs children
  - Financial Management - identification of changes in fiscal resources since 1986-87 for the education of special needs children
  - Transportation Management - provision of appropriate transportation for special needs children.

e) To describe the change process that occurred.

### *Implementation Process*

a) To describe the impact of special needs children on various classroom activities and interactions in a typical Yellowhead classroom.

b) To explore the nature and extent of the educational opportunities provided for special needs students.

c) To examine the support services in the instructional programs provided for special needs children.

d) To examine the adequacy of resources provided for special needs children.

### *Program Outcomes*

a) To examine the academic performance of a sample of special needs children and their classmates over time.[1]

b) To explore the social performance of special needs children and their classmates over time.[2]

c) To examine satisfaction levels of students, teachers and parents with the integration process.

d) To review the goals of the jurisdiction with regard to inclusive education to determine if they are being achieved.

e) To determine if there are any unanticipated outcomes emerging from the integration process.

f) To determine if there are any unresolved issues concerning the integration process that need to be addressed.

### *Program Impacts*

a) To determine if the process has had any identifiable impact on the community.

---

[1] No performance data were collected, rather an assessment of academic performance based on teacher perception at one point in time was used. Approved by the Steering Committee, March 8, 1991.

[2] At one point in time only. Approved by the Steering Committee, March 8, 1991.

The study focussed on the historical context and implementation of the integration policy but early signs of outcomes and impacts were also sought. The study took place between January and June, 1991.

A literature review was conducted to explore the topic of integration as it related to the change process. The evaluation of change in schools was reviewed briefly with specific reference to a 1990 study by McLaughlin, which revisited a Rand Corporation study on change in schools in the seventies. At that time the so-called Change Agent study had influenced thought on the change process in schools and McLaughlin explored the longevity of its findings. Secondly, change specific to integration in schools was reviewed followed by a review of integration at the level of various stakeholders, including administrators, teachers, parents and students. Finally, current models of integration were briefly explored.

A variety of research methods were employed to capture the rich context of this district-wide process of integration. Documents relating to the Premier's Council, relevant sections of the School Act (1988) and the Brassard Report provided touchstones for the study. Relevant documents from the Yellowhead School Division Central Office were reviewed including correspondence, reports, audits, presentations, papers, calendars, memos, etc. The documents were analyzed for the development of integration at the district level, and implementation of integration practices at the six case study schools for commonalities, discrepancies and compliance. The case study schools were visited to observe the integration process in action. Interviews were held with many stakeholders including program initiators at Central Office and on the Board of Trustees, program implementors at the Division and school level, parents and other key informants. Case study descriptions were developed for each of the six selected schools to track policy development chronologically. A survey was administered to all school-based staff in the Division, including classroom teachers, classroom support teachers, aides, clerical staff, custodial staff and school administrators. The survey addressed many integration issues including communication, training, resources, attitudes, effectiveness, impact, perceived goal achievement and satisfaction. An assessment of special needs students, along with a matched control group in each of the case study schools, was conducted to compare students' academic performance, adaptive functioning and behavior problems based on teacher observation. The instrument selected for this was the Child Behavior Checklist, Teacher's Report Form (Achenbach and Edelbrock, 1986).

The study had a number of limitations. The findings of the literature review were not necessarily generalizable. The file review may not have been comprehensive due to different methods of document retention at the schools, which resulted in gaps in information. On-site observation was conducted by a single researcher, which could result in bias, and not all integration activities could be observed. Interviews were conducted with teachers and parents who either volunteered or were selected by school administrators. Trustees were selected by the Superintendent as being representative. Other interview limitations included memory lapses, the absence of staff members no longer in the jurisdiction and the researchers' inability to judge the completeness or accuracy of data provided. Case studies were prepared by one observer, based on documentation, interviews and observation, and were reviewed by school administrators for accuracy, gaps, chronology and tone, so it is hoped that they were fair representations of what really happened. The school staff survey had a return rate of 64%, but no indicators could be detected about the group of non-respondents. The student data provided by teachers were limited to the impressions of one individual per student. All special needs students in the case study schools were included, but only a sample of regular students provided the control. Teachers were aware of the group to which students belonged (i.e., special needs or regular), and may have been biased as a result. Finally the data collected were from one observation only.

It is hoped that the multi-method approach employed in this study helped to mitigate the limitations of any particular method and that in fact this rich and complex approach to data collection has resulted in a series of "photographs" of integration in the Yellowhead School Division, shot with a wide angle lens.

While each component of the study resulted in conclusions specific to its findings, some overall statements were made at the end of the report to pull the strands together. These are summarized as follows:

- The integration policy in the Yellowhead School Division was not clearly defined in the early stages and no models for implementation were provided. Rather the policy was emergent, informal and visionary, based on the notion that practice should precede policy. While the content and meaning was clear, the process was not and it evolved through confrontation and trial and error.

- Staff resentment engendered by lack of involvement in the early stages of policy development took at least three years to dissipate and in some cases was still evident. However, after five years, attitudes toward integration were significantly more positive in elementary teachers than in high school teachers. This was not surprising in that the policy was implemented in the early grades first and moved slowly toward senior high school. Further time would be required to develop appropriate models for integration at the high school level.

- Appropriate levels of training for all staff had yet to be determined. Over three-quarters of staff who responded to the survey felt that additional training was still required. Principals and high school teachers were found to have received the least training.

- While integration was not seen by Division staff as having an impact on the academic performance of either special needs or regular students, over half the parents of special needs students at the elementary level indicated that their children had demonstrated positive academic change. Further, 30% of special needs children were not demonstrating academic difficulty.

- School staff and parents reported that both special needs and regular students had benefited in the area of social development. Regular students had demonstrated positive change in the areas of cooperation, tolerance, patience and understanding, while special needs students had improved in terms of general social development, self-confidence, ability to interact with others and ability to make friends.

- Fifty-five percent (55%) of special needs students were functioning socially within a normal range, while 10% of the control group were functioning at a range low enough to be referred for clinical remediation.

- Sixty percent (60%) of special needs students were functioning without significant behavior problems. At least one control student in five of the six case study schools demonstrated behavior in the clinical range.

- Increasing behavior problems was cited as a significant unresolved issue for teachers who felt that they lacked the strategies to deal with behavior related to issues beyond the control of the school such as family violence, neglect and substance abuse.

- Overall, only 47% of special needs students, but also 10% of control students demonstrated significant problems on either two or three indicators. These findings indicate that methods of identification of special needs students should be more thorough and standardized across schools.

- Schools with significant administrative support for integration tended to move ahead in the process more quickly. School leadership was largely overlooked in the implementation process, and yet the development of school-based policies and procedures, channels for communication and creative problem solving, all within the purview of the school administrators, were hallmarks of more successfully integrated schools.

- A lack of standardization in how the original integration vision was implemented resulted in variable progress toward the goal of integration. While local values and traditions should be accommodated, a basic structure for policy implementation at each of the three levels (elementary, junior high, senior high) would have speeded up the process.

- Networking among teachers and informal grassroots professional development fostered teacher growth toward integration in a collegial non-threatening way.

- Integration was not cheaper, in fact it cost the Division $60,000 in capital upgrading for special needs students over five years (although this might have occurred without the integration policy). Despite the fact that there could never be "enough" resources in schools, there was no evidence to suggest that implementation of the integration policy was under-resourced.

It was concluded that a flexible model for integration existed at the elementary school level in Yellowhead. Specific characteristics included:

- Administrative support in terms of facilitating communication about integration, encouraging staff training in the area of integration and modelling a commitment to the concept of integration that went beyond mere acceptance.

- A shared mission statement or set of goals regarding integration that had been developed at the school level with considerable staff input.

- A classroom support teacher who not only had some training in dealing with children with special needs, but who was also a master teacher, a good communicator and a good negotiator with a non-threatening way of working with regular classroom teachers.

- Regular classroom teachers were given the final responsibility for preparation of Individual Education Plans (IEPs) for children with special needs, although they consulted with a variety of others including the classroom support teacher, the principal, the counsellor, the aides and the parents.

Certain aspects of the model needed further development, including:

- The identification of special needs students needed to be more thorough and uniform across the Division so that none were overlooked.

- The purpose and frequency of pull-out instruction needed clarification.

- Aides needed to be further involved in the decision-making process about program development for special needs children.

- Parents needed to be further involved in the decision-making process about program development for special needs children.

- Strategies for the instruction of special needs children in the upper elementary grades, where the focus on content becomes more intensive, needed to be defined and shared among teachers.

- Both instructional strategies and coping skills for teachers to help them deal with behavior problems, which were linked to issues outside the school context but which affected performance in school, needed to be explored.

- Training opportunities for teachers needed to be more concrete and relevant to their evolving needs related to integration. At the same time new teachers required a basic orientation to integration concepts that had evolved to date.

- Additional networking opportunities and inter-classroom visitations, based on similarity of student need, rather than teacher need, were required to facilitate problem solving and strategy development.

It was also concluded that no model for integration exists at the secondary level. What was needed was a unique secondary model that acknowledged both the different culture and the different needs of both students and teachers at that level.

Issues to consider in the development of a secondary model for integration include:

- **Preparation for life**. Special needs students may be receiving their last formal education at the secondary level and so it is the responsibility of the school to ensure that appropriate life and work skills are being provided.

- **Individualizing instruction**. In a classroom where individualized instruction occurs, students proceed at their own pace. In this context, special needs students can function in a non-threatening environment at their own academic level.

- **Record-keeping**. Issues related to assigning grades for students on IEPs and graduation requirements must be explored.

- **Additional training and support**. Teachers of academic subjects (e.g., Math 13) and teachers of optional courses (e.g., Industrial Arts) must receive appropriate training and in-class support for the delivery of individualized courses and assistance with their special needs students.

- **Involvement**. Secondary teachers must have the opportunity to be involved in the decision-making process to define an integration model at the secondary level along with appropriate policies and procedures.

Finally, it was concluded that the integration of special needs children in the Yellowhead School Division is a long-term process that will likely take from 12 to 15 years to become fully operational. The Division embarked on a courageous and rewarding journey of discovery that should take a generation to complete. The next item on the Division's agenda must be the development of a model for integration at the high school level.

# Integrated Services Review

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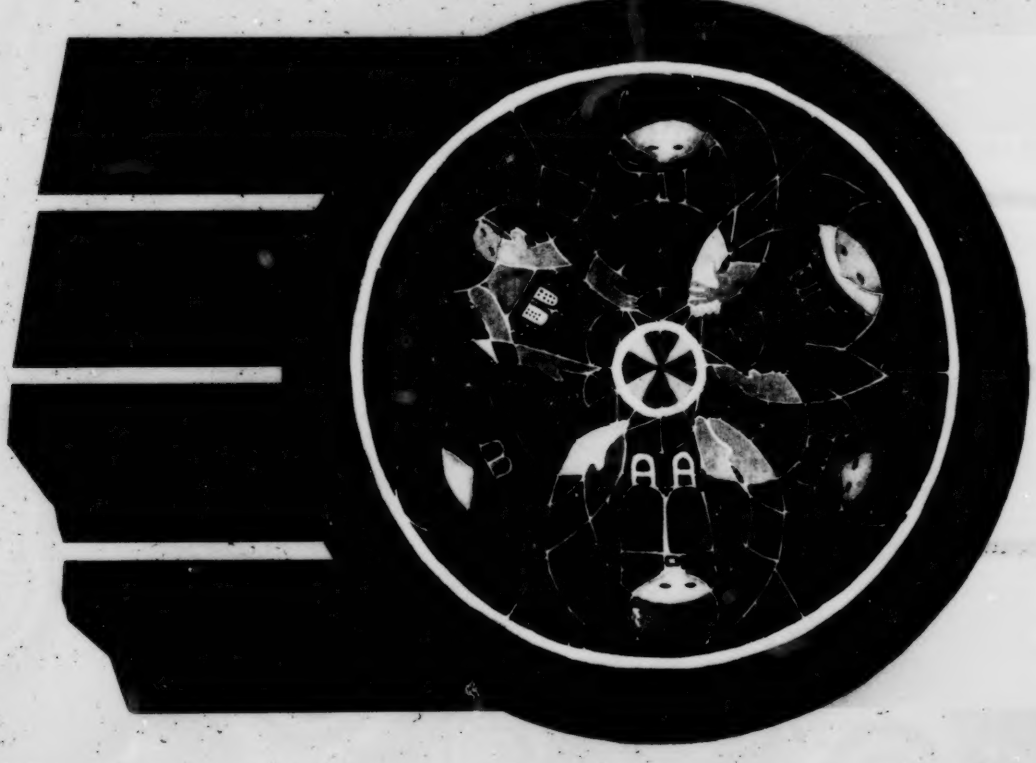

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Cover picture © 1991, Evelyn Martin, reprinted with owner's permission. The kaleidoscope of individuals, forming a circle of friends, symbolizes integration of students in our schools.

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# Chapter 1 Program Background and Context

As a result of a discussion between Rick Hansen and Premier Don Getty in March 1987, the Premier set in motion a number of activities that culminated in the establishment of the Premier's Council on the Status of Persons with Disabilities to demonstrate the commitment of the Government of Alberta to the full and equal participation of all Albertans with disabilities in Alberta society. By October 1988, 12 members had been appointed to the Council, Gary McPherson was appointed Chairman, Rick Hansen as Honourary Chairman and Eric Boyd as Executive Director.

The Council has the legislated power to review, recommend and influence government policies and the coordination of services toward enhancing the status of persons with disabilities as equal Albertans. It can connect consumers, advocates, agencies and other interested people with all levels of government and will report regularly to the Premier and present an annual report to the Legislative Assembly.

In the spring of 1990, the Council published its Action Plan, which identified nine major areas where government policy had an impact on the status of persons with disabilities. These areas included training, employment, education, recreation, transportation, housing, accessibility, personal supports and financial supports. Education was seen as the key to future changes in other areas. The Council's objective for education is as follows:

> **By the year 2000, all children will have, as their right, access in their home communities, in their neighborhood schools, to the same quality of education which is available to all other students.**

Currently the Alberta School Act (1988) provides that children with special needs have access to the education system and to an appropriate program as follows:

29 (1) A board may determine that a student is, by virtue of the student's behavioral, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics, a student in need of a special education program.

(2) A student who is determined by a board to be in need of a special education program is entitled to have access to a special education program provided in accordance with section 28.

(3) Before a board places a student in a special education program it shall

(a) consult with the parent of that student, and
(b) where appropriate, consult with the student.

However, the Premier's Council has found that a number of barriers generally prevent children with disabilities from fulfilling their potential and attaining equal status. These barriers include fragmented and uncoordinated services, funding issues, inadequate teacher preparation and inadequate teacher support. Other unresolved issues identified by the Council related to integration/segregation and parental choice regarding placement.

The Council's Action Plan listed a number of reasons why change is needed in the education system. These include the following:

1. Most students with disabilities are already in the school system but not all are being well served. There is a false perception in the community that there are many children with disabilities waiting to be accepted, who will drain resources from schools.

2. Submissions to the Premier's Council state that many school boards throughout the province are not meeting the educational needs of some children with disabilities in their neighborhood schools.

3. Children with disabilities are often separated from their peers and sent to "special" programs or facilities against the wishes of the parents.

4. Some school boards do not give due recognition to the necessity for supports that are required by many children with disabilities.

5. Services for children with disabilities, currently provided by Alberta Health, Alberta Family and Social Services, and Alberta Education, are fragmented because coordination across and within departments is inadequate. Consequently, a child does not necessarily have access to the same support and educational services as he or she progresses through the educational system or changes schools.

6. Alberta Education does not provide school jurisdictions with standard criteria for special education programs. As a result, school boards are perceived as not being held accountable for how funds are spent to provide special education services.

7. Some parents are dissatisfied with assessments and placement decisions made by school boards and feel they are not given the opportunity to make informed choices about educational programming for their children.

8. A large number of parents are not aware of their right to appeal board decisions on matters affecting their children's education. For parents who are aware of their right, the process of negotiation with the school or school board is often so adversarial that they give up before pursuing a formal appeal.

9. Training programs at postsecondary institutions do not adequately prepare teachers and teacher aides to work with children with disabilities, nor are teachers provided with appropriate curriculum and resource materials or good access to consultant services.

10. Because society has generally low expectations about the capabilities of some students with disabilities, and because student progress and special programs are not subject to standardized evaluations, students with disabilities may not have the same qualifications as other students when they graduate from the public school system.

The report prepared by the Brassard Committee, entitled *Claiming My Future* (1989), took exception to the fact that segregation is often a school's first choice while parents preferred integration. It argued as follows:

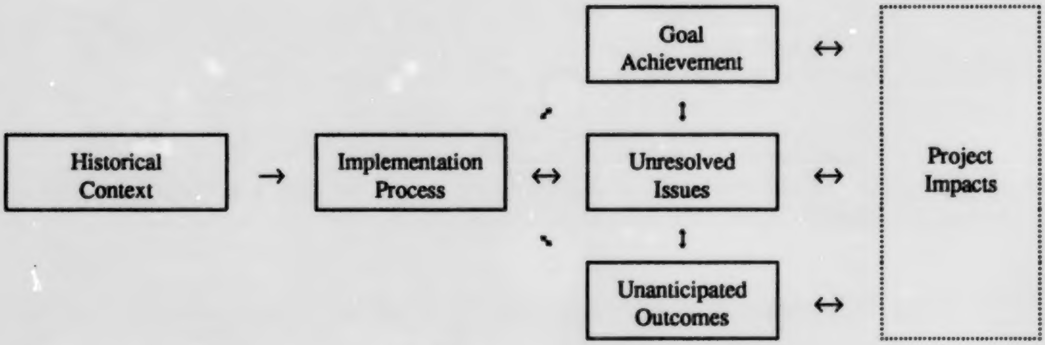
> In the future, children with mental disabilities will be treated first and foremost as children. They must have the right, like all children, to be provided with an education in a home community in a regular classroom with their peers. This kind of education ensures that children with mental disabilities will also learn appropriate social behavior and will receive an education that includes growth and development with their peers. **All children must be given an opportunity to value and respect one another for the unique individuals they are rather than learning that people who are different must be separated.** Integration in education is the first step toward a truly integrated society. (p. 34)

The Yellowhead School Division No. 12 was the first school district in Alberta to adopt a policy of full integration. It is a rural system stretching from Evansburg in the east to the Jasper Park boundaries in the west, and from just south of Whitecourt in the north to near the Brazeau Dam in the south for a total area of approximately 34,000 square kilometres. It serves 5,200 students from ECS to Grade 12 in 17 schools. There are six in Edson, four in Hinton and the rest in smaller towns or rural locations. Central Office is located in Edson. The area also has separate school systems that are not included in this study.

The Council determined that a descriptive review of the change process involved in the implementation of this policy would be instructive for other school jurisdictions who were considering similar action and so this study was commissioned jointly by the Premier's Council and Alberta Education. The purpose of this evaluation is to examine the process by which Yellowhead School Division has integrated children with disabilities into regular classrooms and to describe the current status of this process.

To guide evaluation activities, the evaluation model in Figure 1 was employed. The study tended to focus on the historical context and implementation of the five-year old policy but early signs of outcomes and impacts were also sought. The study period covered the school years from 1986-87 to 1990-91.

**Figure 1**
**Evaluation Model**



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Based on this model then, the following evaluation objectives were developed:

***1.1 Historical Context***

a) To review documentation on the Premier's Council with particular reference to its impact on education.

b) To review the literature on the change process as it relates to this process of integration.

c) To describe the way programs were formerly offered to students with disabilities.

d) To review the development of Board policy regarding the integration process with particular reference to the following:

  i) Governance - the role of Board, central office and school administration as they relate to special needs children
  ii) Facilities - planning process and current facilities for special needs children
  iii) Human Resources Management - recruitment, deployment, evaluation and inservice issues related to special needs children
  iv) Student Services - assessment, placement and evaluation of special needs children
  v) Financial Management - identification of changes in fiscal resources since 1986-87 for the education of special needs children
  vi) Transportation Management - provision of appropriate transportation for special needs children.

e) To describe the change process that occurred.

### *1.2 Implementation Process*

a) To describe the impact of special needs children on various classroom activities and interactions in a typical Yellowhead classroom.

b) To explore the nature and extent of the educational opportunities provided for special needs students.

c) To examine the support services in the instructional programs provided for special needs children.

d) To examine the adequacy of resources provided for special needs children.

### *1.3 Program Outcomes*

a) To examine the academic performance of a sample of special needs children and their classmates over time.[1]

b) To explore the social performance of special needs children and their classmates over time.[2]

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[1] No performance data were collected, rather an assessment of academic performance based on teacher perception at one point in time was used. Approved by the Steering Committee, March 8, 1991.

[2] At one point in time only. Approved by the Steering Committee, March 8, 1991.

c) **To examine satisfaction levels of students, teachers and parents with the integration process.**

d) **To review the goals of the jurisdiction with regard to inclusive education to determine if they are being achieved.**

e) **To determine if there are any unanticipated outcomes emerging from the integration process.**

f) **To determine if there are any unresolved issues concerning the integration process that need to be addressed.**

### *1.4 Program Impacts*

a) **To determine if the process has had any identifiable impact on the community.**

These evaluation objectives were addressed between January and June 1991, and are reported in this document. It must be noted that this evaluation focuses only on programs related to students with disabilities (referred to as *integration*) and does not include programs for the gifted or talented (referred to as *inclusion*).

Chapter 2 provides a contextual framework for the study by examining the literature in the area of educational change in schools, and by reviewing integration from the perspective of system-level change, in relation to stakeholders such as administrators, teachers, students and parents and in terms of current models of integration reported in the literature.

Chapter 3 provides an overview of the various research methods employed in this study. The richness and variety of information presented in this report are due to the multi-method approach employed, ranging from individual student analyses, to case studies of specific schools, to a district-wide survey. A description of each method employed and its limitations is provided. Finally, the Data Collection Matrix that guided the study is presented.

Chapter 4 is a chronological review of the development of the integration concept from the perspective of Yellowhead's senior administrators. The former Student Services Department is described as it existed before the 1986-87 school year (Year One in this study). The scope and timing of the change process as it related to Central Office staff during the five-year study period is reviewed. Finally, changes related to integration are explored for a number of administrative areas including governance, human resources, facilities, transportation and finance.

Chapter 5 presents a series of case studies developed to describe the change process at six selected schools in the Yellowhead School Division. Each case presents the story of integration at that school reported by staff members through interviews and recorded in school-based documentation made available to the researcher. The cases have been approved for publication by the appropriate school principal who has judged his specific case as an accurate and fair representation of what really happened. A cross-case analysis identifies where schools fit in terms of acceptance and implementation of the integration policy. Finally, some overall themes that emerged in the case studies are identified.

Chapter 6 presents the results of a district-wide survey that went to all school-based staff in May 1991 to gather perceptions and attitudes on the topic of integration. The response rate of the survey was satisfactory in that 274 surveys were returned yielding an overall response rate of 64%. Many written comments were also received and they are included in the results reported in this chapter.

Chapter 7 provides the results of an assessment of students' academic and social-emotional-behavioral adjustment in the six case study schools. All special needs students in these schools identified as having an Individual Education Plan were included in the assessment along with a randomly selected control group matched by age, gender and classroom. The assessments recorded teacher perceptions of each student's school performance, adaptive functioning and behavior problems.

Chapter 8 presents the results of interviews conducted with 47 parents in the Yellowhead School Division. They discussed their perception of integration and its effects on their children and themselves.

Finally, Chapter 9 reviews the general findings of the study, draws some conclusions and advances some recommendations for consideration by the Premier's Council and Alberta Education on the topic of integration in education.

# Chapter 2 Literature Review

There are four parts to this review of the literature related to the change process and the topic of integration. The first section deals with the evaluation of change in schools. The second section deals with change specific to integration in relation to the school system. The third section looks at integration at the level of the stakeholders: administrators, teachers, students and parents. Finally, current models of integration are briefly described.

## Evaluation of Change in Education

Between 1973 and 1978, the Rand Corporation conducted a study of four federally funded school programs that were intended to introduce and support innovative practices in public schools. The so-called Change Agent study marked a shift in thought about planned change in educational practice and the role of policy in effecting it.

In the face of a changed social and political context 15 years later, with concomitant change in practice, policy and research, McLaughlin (1990) reviewed the major findings of the study to determine which findings had endured and which had not in the long-term realization of policy directives.

The Rand analysis had found that adoption of change was only the beginning of the story and that while many changes were adopted, few were successfully implemented and even fewer continued in the long run.

Major conclusions included the following (McLaughlin, 1990):

1. The actual educational methods determined implementation and continuation only to a limited extent. What a project was mattered less than how it was carried out.
2. Project resources did not predict outcome.

3. Project scope needed to be sufficient to challenge teachers and kindle interests but not overwhelming in terms of implementation.

4. Active commitment of district leadership was essential to project success and stability in the long-run.

5. Implementation strategies needed to be locally selected.

Effective strategies for the implementation of change included the following:

1. Concrete, teacher-specific and extended training.

2. Classroom assistance from local staff.

3. Teacher observation of similar projects in other classrooms, schools and districts.

4. Regular project meetings that focus on practical issues.

5. Teacher participation in project decisions.

6. Local development of project materials.

7. The principal's participation in training.

These strategies proved even more effective when combined. Generally, effective implementation strategies supported change by providing timely feedback and the identification and correction of errors and by building broad-based commitment to the project. Choice in the implementation process was seen as critical and largely beyond the control of policy makers. Local strategies found to be ineffective for the implementation of change included:

1. Reliance on outside consultants.
2. "Packaged" management approaches.
3. One-shot, pre-implementation training.
4. Pay for training.
5. Formal, summative evaluation.
6. Comprehensive, system-wide projects.

These strategies generally failed because they did not provide the ongoing and possibly unpredictable support required by teachers, they excluded teachers from project development and they tended to signal a mechanistic role for teachers.

McLaughlin determined that study findings that hold true today generally relate to the relationship between macro-level policies and micro-level behavior. These include the following:

1. Implementation dominates outcome. Local response rather than policy input continues to influence practice. Change continues to be the problem of the smallest unit.
2. Policy cannot mandate what matters. Local capacity and will to embrace policy change, local expertise, organizational routines and supporting resources determine the ability of practitioners to innovate. Capacity and will can also change over time due to external factors (such as strikes or fiscal restraint) or attitudes of administrators at either the school or district level.
3. Local variability is the rule; uniformity is the exception. Variability indicates a healthy system that can change shape and integrate policies appropriately for local resources, traditions and clientele.

Other findings of the Rand study require revision in the light of subsequent change. These include the following:

1. Significance of initial motivation in predicting outcomes. In some cases belief can follow practice when mandated involvement occurs.
2. External consultants can promote positive change in local practice. Experience can be telescoped and effectively shared. It is not the external nature of practices and experts that inhibits effectiveness but rather the way in which they interact with the local setting.
3. The structures most relevant to teachers may not be at the policy level. Rather, embedded structures such as professional networks, school departments, school-level associations or groups of colleagues may be more important to teachers than policies in determining classroom practice.

McLaughlin concluded through his re-analysis of the Change Agent study that there were four implications for change policy. An innovation can become an end in itself and can diminish overall results if it creates a diversion from the more holistic and organic life of the classroom. Secondly, policy intended to promote effective practice must distinguish between content and process. A focus on one without the other can lead to reform failure. Thirdly, change strategies that are rooted in the natural networks of teachers, such as their professional associations or interest groups, may be more effective than strategies that adhere to formalized delivery structures. Finally, removing constraints such as inadequate materials, preparation or resources does not ensure more effective practice. The factors that enable practice are not amenable to a policy fix and can include the following:

1. Productive collegial relations.
2. Organizational structures that promote open communication and feedback.
3. Leadership that manages opportunities for professional growth and that nurtures individual development.
4. A shared mission and school-wide goals.
5. Regular feedback about performance.
6. Involvement of teachers in decision making about curriculum.
7. Encouragement of collegial interaction.
8. Multiple opportunities for professional growth.

In summary, McLaughlin's reassessment of the Rand Study revealed strategies both effective and ineffective regarding planned changes in educational practice and the role of policy in those changes. The Rand findings that held true over the 15 years between the two studies, as well as those that needed revision, were identified.

## Change at the School System Level

The educational system of the Province of Alberta has a challenge for the year 2000 from the Premier's Council on the Status of Persons with Disabilities. The challenge is in accordance with the Council's Action Plan and states that

> . . . all children will have, as their right, access in their home communities, in their neighborhood schools, to the same quality of education which is available to all other students.

The issue, therefore, is not *whether* integration will occur but *how* it will occur successfully.

The focus of this section of the review will be on the principles of radical desegregation and measuring success at the level of the school system.

## *1 Principles of Radical Desegregation*

According to Hardman (1987:101), effective change specific to integration is based on the principles of radical desegregation, derived from the literature on effective racial desegregation in the United States and is characterized by:

1. The immediate recognition that change is inevitable.
2. A change that is voluntary, meaning, not due to a court order.
3. The implementation of change that occurs simultaneously, system-wide, rather than phased-in or on a sequential basis.
4. A change focused on changed behaviors rather than changed attitudes.

The significance of these elements of effective change is illustrated in the "mainstreaming" literature. In the case of this report, the term used, throughout, will be "integration."[3]

### 1.1 Inevitability of Change

Skakun (1988) poses three arguments that are exemplars of the *inevitability of change*. The first argument is educational-psychological in nature. Skakun argues that the already lagging development of the child with impairment is further depressed by the exclusionary process; segregation deprives them of the stimulation children without impairment provide as learning models and helpers. An interaction into progressively more demanding environments is essential to all children (Feuerstein, Rand and Hoffman, 1982; Guralnick, 1978). Furthermore, the long history of "efficacy" research has failed to indicate that children who attended special classes achieved more than children who attended regular classes (Dunn, 1968).

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[3] According to Correia (1988) the term "mainstreaming" is embedded in the assimilative cultural tradition of the United States. The term "integration" is more relevant to Canada; it reflects the pluralism of Canadian society and implies the acceptance of differences through the interaction of exceptional children and their peers. Canada is a mosaic rather than a melting pot.

Skakun's second argument is legal-legislative in form: Section 15 of the Canadian Charter of Rights and Freedoms (April 17, 1985) guarantees equality for all. One of three amendments to the Equality for All monogram requires the elimination from the Criminal Code of any instances where persons with mental disabilities are not accorded equal protection and equal benefit of the law. Correia (1988:5), however, states that even without legislation "Canadians generally no longer accept, tolerate or condone discrimination or the denial of rights."

Skakun's final argument is socio-ethical: children with disabilities have a right to live, work and play within the culture in which they live, rather than within a subculture (Brown, 1986). Furthermore, the placement of students with disabilities in schools away from their own neighborhood perpetuates segregation and isolation and creates barriers to becoming fully accepted, participating members in their own community. Therefore, integration can be seen as a goal of society (Brinker and Thorpe, 1984).

Decore (1985) further supports the idea that integration is a goal of society. Decore distinguishes macrosocial from microsocial goals. The first are concerned with the building of a nation based on egalitarian principles and views integration as "an end in itself." The latter are concerned with the elimination of inequality of opportunity for individuals and the creation of favorable attitudes and relationships between individuals; microsocial goals view integration as "a means to an end." Decore states that even if the gap between the disadvantaged and the advantaged is not closed by desegregation, integration as a macrosocial goal is worth pursuing.

### 1.2 Voluntary Integration

Taylor (1990:41) supports the idea of *voluntary integration.*

> Educators are more comfortable with an educational plan devised by negotiations between parents and school authorities than one imposed by judicial decree (Kirk and Gallagher, 1983). [They] would argue that the involvement of the courts in educational decisions creates an immediate adversarial relationship that serves to erode the goodwill and reason necessary if all parties are to act in a child's best interest.

Before the Canadian Charter of Rights and Freedoms, educational issues were resolved by "quiet diplomacy" with deference to the educational experts (Taylor, 1990). MacKay (undated, cited in Taylor, 1990) stated that judicial intervention into educational decision making alarms many educators.

### 1.3 System-wide Change

Effective radical desegregation also relies on an implementation of change that occurs *simultaneously*, system-wide, rather than phased-in or on a sequential basis. According to Hardman (1987:101-2) this negates the availability of time for an opposition to organize. Besides that, small integrated models, as in classrooms of teachers working alone, have not generalized. The models that developed out of special education have also not generalized. Where they have succeeded is instances where district policies and procedures have changed as well. Even in those districts, the model has expanded only as parents have demanded change. Faster, effective implementation occurs when there is strong administrative support for desegregation from the start.

### 1.4 Changed Behaviors

Finally, effective change focuses on *changed behaviors* rather than changed attitudes. Hardman (1987:102-3) found support for this from the literature on group homes: when behaviors changed, attitudes followed. The findings revealed that going in to educate the neighbors first, (to change their attitudes) was like putting up a red flag and setting up the group home for failure.

> People are suspicious; persons with severe handicaps have been isolated all their lives and then, suddenly, they end up in someone's neighborhood. . . In the same way [that]

> we cannot prepare handicapped people for nonhandicapped people in isolation, [we] cannot prepare nonhandicapped people for handicapped people by talking about it. Enough talk. We've got to do something about it!

Changing behaviors, instead, requires first moving the group home into the neighborhood and answering questions later. Results have shown that group homes are doing very well. There is little evidence that they are being asked to leave neighborhoods after having been established. In summary, integration, according to Hardman, is effective when based on the concept of inevitability, voluntarism, simultaneity and changed behaviors.

## 2 *Measuring Success*

Success has generally been measured by compliance with policy or by programming effectiveness. Each of these is explored below.

### 2.1 Success Based on Compliance With Policy

Effectiveness or success per se does not take into account that there are different degrees of success possible. A study by Licopoli (1983) questioned whether the guidelines provided by New York state could predict the types of behavior among local school district officials that would result in effective education for students with handicaps. Based on a comparative description of four New York school districts, Licopoli argued that state policy, which evaluates local district adherence to administrative requirements, cannot measure or determine whether effective services are being delivered to students. Licopoli ranked the districts according to the percentage of students with disabilities that were receiving their education in district-wide programs. The two "maximal" districts had integrated 88% to 89% of their relevant population, while the two "minimal" districts had integrated only 51% to 60%. The differences in implementation of the policy were examined.

The findings included reports from all four districts that stated communications were confusing, difficult to understand and contradictory. However, personnel from the maximal districts sought further clarification. And, although none of the districts developed a formal plan, the maximal districts used formal, while the minimal used informal measures to disseminate district guidelines to staff and parents. Also, the maximal did, and the minimal did not, make efforts both to obtain feedback from the same two groups, and to evaluate their implementation plan. Local officials from one maximal district instituted monthly parent meetings, while the other three did not, and officials from the two minimal districts stated that they believed that parents preferred to be quiet about district programs for persons with handicaps; only the parents from one maximal district recalled receiving communications regarding district policies. Finally, local officials from the maximal districts did, and from the minimal districts did not, feel that their school staff were cooperative and responsive to the district policy.

Licopoli described the four New York school districts according to three possible paths of implementation. *Mutual adaptation* was defined as the adaptation of both policy and local setting to meet the requirements of least restrictive environment. *Cooptation* indicated that the local setting adapted the policy to accommodate the existing organizational structure, and *non-implementation* meant that no adaptation of policy or local setting took place (Berman and McLaughlin, 1976; Berman, 1978). Licopoli found that cooptation occurred in one maximal and the two minimal districts, and an approximation of mutual adaptation occurred in the other maximal district.

The minimals complied with the law but made no efforts to change the behaviors of those affected by the implementation of the local policy; no organizational changes were made. The maximal that coopted complied with the required procedural elements of the law but no changes to their existing structures and routines were discerned and no new organizational behaviors were observed. The maximal that approximated mutual adaptation adapted its existing structures to accommodate a district policy that was adapted from state law. It defined new modes of operation within and among its schools, developed new roles, job descriptions and staff responsibilities, and formed alternative avenues of communication.

Licopoli concluded two things: that local officials in the maximal appeared more in agreement with the "spirit" of the regulations, but also that in each district the effect of local official interactions with state officials and their staff resulted in responses that affected the extent to which the district implemented the requirements for least restrictive environment. To increase the degree of success, Wilcox (1987:37) suggested that, first, district-wide administrators should know the number of students with disabilities who are in their own home school. They should then set a goal to increase that number in the following year.

What can be seen here is that implementation and success are not synonymous. Degree of success, or integration, can be measured by comparing the percentage of children with handicaps enrolled in integrated programs to the number of children with handicaps living in the district. Furthermore, a greater degree of success is possible when organizational structures are altered to accommodate policy and, when communications between government and school officials are conducive to increased rates of integration.

Licopoli's study tends to support Decore's (1985) premise that the goal should be to build a system with egalitarian principles before being concerned with microsocial goals.

### 2.2 Success Based on Effectiveness of Programs for Students

Empirical, externally conducted research such as Licopoli's, although essential to the success of the integration process, may not provide the answers required for success. The Ministry of Education of British Columbia (undated) has suggested the need for District Special Education formative evaluations. Conducted internally, these evaluations should lead to the development of action plans to be reviewed and finalized by an external team. The review process includes the gathering and analysis of data on student performance, and the effectiveness of practice in light of student performance. The goal of the process is to determine where and what improvements are required for the greater educational success of students.

In summary, effective change might include both macro- and microsocial goal achievement based on a combination of findings of both external empirically based data and internal formative evaluations.

The remaining sections will deal more specifically with the concerns and impact of change at various levels.

## Change at the Stakeholder Level

Generally, change related to integration has been reported in the literature in terms of its impact on the following stakeholders: administrators, teachers, students and parents.

### *1 Impact on Administrators*

System-wide change requires top-down directives. Hardman (1987:108-13) identified effective administrative characteristics for integration. Effective school boards, superintendents and special education directors should take a very strong stance for the inevitability and desirability of change. School boards and superintendents should concentrate on initiating an effective change plan, and special education directors should be the "idea champions" of integration and be very actively involved in its development. If necessary, special education directors should also educate the board and superintendent on the basis for change and the anticipated educational, social and financial benefits. It has been suggested that it is necessary to bring some "background" to management staff regarding the resources and issues that inevitably arise in situations where students have severe and profound handicaps:

> School principals and system administrators today do not have, generally speaking, an experiential base in managing situations that included this type of student. They did not teach in environments where these children attended. In addition, there has not been much opportunity in Canada to obtain formal training in the administration of programs that are directed at children and youth who are severely and profoundly handicapped. (Csapo and Baine, 1985; Dahl, 1985; Sonntag, 1982 in Dahl, 1986:3).

Finally, special educators should provide education and expertise on integrated service delivery models, and support, as well, to special school staff, parents and regular education principals.

Hardman also suggests characteristics that identify ineffective, as opposed to effective school boards and superintendents. They are: those who ignore the issue and hope that the district will not be challenged, those who make internal dissension public and vie for support, those who assume a neutral position followed by weak or no effort to implement change, those who actively resist change, and those who use delaying tactics. Ineffective special education directors are those who play both sides of the issue depending on their immediate audience, those who fail to provide the necessary expertise, ongoing personal support or structure for the change process and new delivery system, and those who become defensive or withdrawn in reaction to concerned or angry parents, and/or special or regular educators.

Principals in regular education, rather than in categorically specialized school environments, are effective if they demonstrate the same support and commitment to special education staff as they do to the regular educational program, and if they actively seek information on effective provisions of integrated services. Regular education principals are ineffective if they assume that their role has not really changed because these students are too handicapped to have anything other than peripheral involvement in regular education and are someone else's responsibility. They are also ineffective if they make their opposition known, if they show passive resistance including visibly insincere support or if they withdraw from the special education staff and students. Finally, these principals are ineffective if they assume that integration will happen automatically (Hardman, 1987:111).

The principals from special schools, schools from which students are being phased out, are effective if they emphasize areas of continuity to staff and parents in spite of the change, if they communicate staff and parent concerns to the special education director for joint problem solving and if they consider serving as "idea champions." Special school principals are also effective if they are flexible in considering new role possibilities. However, if they are unable to participate positively due to their own strong personal opposition, then they are effective only if they begin looking for new employment opportunities. Finally, these principals are effective if, in cooperation with regular education staff, they plan for sustained, positive interactions (structured and unstructured) between students who are and who are not handicapped. Special school principals who make staff and parents choose sides, or who assume personal disloyalty if they support integrated services are ineffective. They are also ineffective if they make their opposition known, actively resist change every step of the way or show passive resistance, including visibly insincere support (Hardman, 1987:113).

One of the primary responsibilities of district administrators is initiating an effective change plan. Hardman (1987:106) stated that the plan must be a comprehensive and well-conceived change strategy, and that once change is made, an organizational system is required to maintain it. The change plan should include, but not be limited to, procedures for all staff deployment, training, supervision and ongoing support systems; student, parent and community information and training; a role clarification for the special education director and the regular school principal; transportation arrangements; provision of related services; development of a system for maintaining the coordination of curriculum and procedures; a specific time-line and assignment of responsibilities for implementing the change plan and an ongoing provision of integrated services. According to Correia (1988) the plan ought to define the goals and objectives of integration; School District 20 in Saint John, New Brunswick adopted a five-year plan in 1987. The Yellowhead School District No. 12 in Alberta, subject of the current evaluation, adopted a 10-year plan in the same year.

What can be seen here is that administrators play a vital role in the success of integration and that specific personal characteristics can affect the outcome of the process.

Suggestions were made for the contents and duration of the change plan for which administrators are responsible.

## *2 Impact on Teachers*

Teachers are at the front line of integration. Their involvement with the process can be discussed in various ways. For the purposes of effective change, the focus here was in three distinct areas: teacher characteristics; job titles and collaboration; and teacher concerns about class size, workload and training.

### 2.1 Teacher Characteristics

Hardman (1987:114-1b) distinguished the effective from the ineffective characteristics of special and regular education teachers for the integration process. It is effective when the special education teacher emphasizes the capabilities and similarities of students rather than their deficits and differences; when he/she provides accurate, sensitive information about student abilities and needs; integrates him/herself as a staff member; becomes part of the regular school system, including assuming his/her share of the responsibilities; and, in cooperation with regular staff, plans positive interactions between students who do and who do not have handicaps. Special education teachers are ineffective if they emphasize how different their own students are, and their own role is. They are also ineffective if they assume integration will take place automatically; show lack of sensitivity to concerns of regular educators about the additions to their responsibilities and any feelings of discomfort with students who have handicaps; isolate themselves within the school; or associate exclusively with other special educators and classroom aides.

Regular education teachers are effective when they actively welcome special education staff and students to the school; think of ways to involve them in ongoing social and educational aspects of school life; make suggestions; work for curriculum adjustments that will include knowledge of handicapping conditions and implications on lifestyle; and are supportive of special education teachers' efforts to increase the interaction and knowledge of other regular educators, parents and students. They are ineffective if they withdraw from special education staff and students and hope that no one will ask them to interact with either; make their opposition known and show passive resistance including visibly insincere support; and assume that integration does not concern them and that their current attitudes and knowledge are sufficient because they really need not be involved.

Mitchell (1990) identifies another important factor regarding teachers that could have a negative impact on integration. The perceived separation between special education and regular classroom teachers can be significant. The two, according to Mitchell, see themselves as qualitatively different, and the established infrastructure surrounding the education system reinforces this perception. Often, the end result is a clash of values that can end up polarizing the two types of teachers in opposite camps. One sees the other as being able to delegate the bulk of their difficult work away, and the other sees their counterpart in a comfortable job with low student-teacher ratios and extra resource allocation. Attempts are rarely made to resolve this division between professions when an integration initiative is undertaken. In comparing the legislation behind mainstreaming initiatives in the United States and integration in Ontario, Mitchell notes:

> ...no attempt was made to integrate special and regular education teachers so that they could learn to communicate and overcome the pattern of two cultures.

This was true despite the active involvement of university specialists in change, and the existence of comprehensive personal development programs within the integration projects.

In summary, effectiveness of the integration process may rely, in part, on the characteristics of the special and regular education teachers in the school. It may also rely on the integration of the two groups of teachers into a unified group.

## 2.2 Job Titles and Collaboration

As mentioned earlier, Licopoli (1983) found that the degree of successful integration in one New York school district was related to the development of new roles, new job descriptions and new staff responsibilities. According to Wilcox (1987:38):

> Job descriptions are important, not because they make kids smarter, [but] because they can eliminate an excuse that is often used for not doing, what we should be doing.

Moreover, Brookover et al. (1982, cited in Thousand and Villa, 1989) found that job titles and formal or informal role definitions determine the way in which a person behaves, and Thousand and Villa (1989:13) explained how this relates to the resource teacher role. For instance, the role of resource room teacher carries with it the expectation that she/he works in a separate room, that students leave their own classroom to get special services, and that only those identified are allowed to benefit from the expertise. For integration, this is ineffective: the resource room teacher has a great deal of training and expertise in assessing student strengths and needs, in task and concept analysis, and in designing and implementing classroom and behavior management programs which, if shared with classroom teachers, might help maximize their responsiveness to the diverse educational needs of the students. If the resource teacher were redefined as a support person, she/he would be expected to provide technical assistance to any number of educators and students whose needs could be met in heterogeneous classrooms.

Freeze et al. (1989) provide a description of the consultative-collaborative model used in Manitoba in which technical assistance occurs in the regular classroom. Table 1 indicates six levels of special education service delivery in which teacher roles are both specific and collaborative in nature.

## Table 1
## Six Levels of Special Education Service Delivery According to the Consultative-Collaborative Model

| | |
|---|---|
| 1. Classroom Teacher | A professional who wishes to retain responsibility for resolving teaching-learning problems in his/her own classroom. |
| 2. Teacher Teams | Made up of close colleagues who work with similar children in similar curricular context. At the high school level, the possible organization of a team could revolve around particular programs (e.g. academic), subject areas (e.g. English) or related disciplines (e.g. science). At the elementary level, the organization could revolve around grade levels or special interest areas. (Teacher teams are not used extensively in Manitoba so the role they play is largely unknown.) |
| 3. Resource Teacher | This is the most important level of service in this model. The resource teacher has three roles to fill: that of the collaborator, consultant and direct service provider. As a collaborator, the teacher teams with one or more others in the same program or activity. As a consultant, the teacher shares information or works with another in decision making. As a direct service provider, the teacher provides educational diagnosis, prescriptive advice or remedial work. Training within the model is pivotal. A one-year postbaccalaureate program is offered at the University of Manitoba. The program is designed for experienced teachers and leads to a provincial Department of Education Certificate in Special Education. |
| 4. In-school Support Services Team | In most schools these teams are generated on a case-by-case basis, created only when needed and include only as many members as are needed to solve a given problem. In other schools, the team exists to coordinate all support services and to help obtain extra-school services for a small number of students. An actual example from one elementary school includes the principal or vice-principal as the team chair, two resource teachers, one half-time resource teacher, four regular teachers and one or more clinicians based at a division clinic. The team is used to coordinate school-wide services for a student requiring them; when the problem relates to a teaching-learning experience, only the teacher and resource teacher collaborate. |
| 5. Division Support Services Team | Services vary across school districts. This team coordinates services such as those required from a clinical specialist, special programs, Department of Education consultants or non-profit services contracted by the division. These services are used only after assessment data have been collected and staff have attempted, but been unable, to solve the problem. |
| 6. Ancillary Services | These are services available through the community. They include a wide range of advocacy and treatment groups. |

Freeze et al. (1989:54-58)

Freeze et al. (1989) consider the consultative-collaborative model an indirect service approach. The special educator provides direct support to the classroom teacher rather than the child. This results not only in professional collaboration and critical professional activity but, also, in the prevention of exclusionary or deviant status placements of students as routine strategies. In the past, the child was often the focus of intervention. With the above model, teachers may ask instead, for assistance in implementing new classroom management strategies, innovative instructional programs or remedial programs designed to target whole classes or groups. Resource teachers may work with the classroom teachers in the class on an ongoing basis. Consequently, the indirect service approach, while improving instruction for the needs of some, inadvertently helps others in the class as well. As can be seen in Table 1, teams are integral to the model at the teacher, in-school and division levels.

Freeze et al. (1989) also reported on the evaluation of the consultative-collaborative model. The findings revealed that teachers felt the programming of students for whom resource assistance had been requested should be a collaborative process between themselves and the resource teachers. They also expressed a high degree of support for in-class observations and demonstration teaching by the resource teacher, their own implementation of modified programs and finally, resource teacher assistance during implementation in the classroom. In fact, they requested an increase in consultation and resource teacher support. Classroom and resource teachers agreed that the day-to-day direction of paraprofessionals should be their shared responsibility.

In summary, the findings indicated overall support for the team concept in the consultative-collaborative model. Stated differently, Harris (1987) pointed out that with the school system:

> ...the integration of professionals, is prerequisite to the successful integration of students. We cannot ask our students to do those things which we as professionals are unwilling to do.

Regarding teachers, therefore, it appears that integration requires not only specific personal characteristics, but, also structural changes that facilitate changed behaviors. Changes in job titles that result in shared responsibilities have a major impact on the front line service delivery in integrated systems.

Shared responsibility, however, requires more than a new job title; it requires time for collaboration. Correia (1988) recommended that release teaching time should be clearly specified in the change plan. Thousand and Villa (1989:17) gave two examples of organizational restructuring for the creation of opportunities for staff to meet as teams. A Vermont school district contracted a permanent substitute who rotated among schools and relieved regular classroom teachers so that they could participate in meetings concerning their students. Another district reserved every Friday morning for team meetings. All their professional and paraprofessional support staff spent Friday mornings either in their team meetings or, having none scheduled, in relieving classroom teachers who did. An important consideration, as well, was that administration not schedule school events during the hours when collaboration was occurring.

McFadden (1990:6), however, reported findings from an informal survey that offer a different slant on the consultation model. The Metropolitan Toronto School Board findings related specifically to students with physical disabilities who were receiving an intensive level of direct contact from resource teachers. The individualization had been well received. McFadden stated that the direct contact

> ...contrasts with those services that are built solely around the consultation model. Consultation services are very necessary with scarce resources but are problematic in that they may not have a significant impact due to the intensity of service required for the particular situation. This issue will be an important one as the caseload grows....

McFadden's report contradicts Freeze et al. (1989) by suggesting that the consultative model may not be the best model for students with physical disabilities. His report cautions that, with attainment of the macrosocial goal of 100% integration, some students may suffer rather than benefit.

In conclusion, an effective change to integration appears to require more than the staffing of persons with appropriate individual characteristics. Systemic changes in the form of changed job titles and structures that accommodate collaboration have also been found effective. However, precaution was suggested regarding overreliance on a consultative model when teaching students with physical disabilities.

## 2.3 Teacher Concerns

Teachers were concerned about collaboration with persons who were not staff at the school level. Freeze et al. (1989) reported that teachers wanted the direct involvement of parents, division clinicians and other specialists at the in-school support team meetings. Teachers felt this would enhance support for themselves and for parents. They also felt that direct involvement of non-school staff would improve communication between parents, teachers, school administration and specialists.

Dahl (1986:5) identified one potential problem in the teaming with community professionals:

> By the very nature of the child that now enters the school, a number of different professionals have become part of the action...The agencies they work for frequently respond to new demands for service emanating elsewhere in the human service system...Since policies and practices at one level of enterprise depend on policies and practices at other levels of governance, a shift in policy or practice anywhere in the system will have a ripple effect.

Freeze et al. (1989) found that school personnel felt specialists were most effective: when they responded to referrals quickly; when they made classroom observations of the referred students so that educationally appropriate and practical programs could be developed for the classroom; when they met directly with classroom and resource teachers to share information; when they provided teachers with advance notice of their clients' placements; when they were trained to make written recommendations regarding the modified instruction to the referred students; when they communicated directly with parents to explain test results and to describe instructional modifications and special services; when they ensured the continuity of referred students' programs between grades and at transition from elementary to secondary school; when they made written reports of follow-up contacts to parents and teachers; when they participated in workshops with school-based personnel to improve consulting and collaborating skills; when they respected school schedules; when they were assigned to a small cluster of schools (rather than cases through the division) so that their time was spent more efficiently and so that they were more familiar to the school staff; and finally, when they conducted workshops with school staff.

School personnel felt that teachers were most effective when they had hot-line access to specialists to deal with crises.

Freeze et al. (1989) also found that, although resource teachers and paraprofessional aides were effective in the consultative-collaborative model, regular classroom teachers were dissatisfied in several areas. If one or more children with severe handicaps were assigned them, teachers became concerned about class size and more planning time to prepare materials and individualized programs. They also felt that children with special needs should not be clustered in certain classrooms. In a New Brunswick Teachers' Association province-wide survey (Correia, 1988), 93% of the teachers rated class size reduction as important or very important. Laurell (1991) suggests, from the Swedish integration experience, a classroom ratio of one to 18 or 20, or optimally fewer to accommodate special needs students, and no class should have more than three high needs students. Wilcox (1987:38) specified, regarding students who have severe handicaps, that a school should not have greater than the natural proportion, or 1% of its entire student body, made up of this particular group.

Workload was a related concern. Correia (1988:31) reported that 84% of the teachers with special needs students reported an increase in their workload. Positive comments included that they did not begrudge the extra time; they were concerned, yet gratified. Negative comments included that they felt over-worked and under-assisted; that they were surviving not teaching; that they had been dumped on; and that parents expected miracles.

Correia interpreted the findings to mean that:

> ...the front-line workers, the classroom teachers support the concept of integration, and they know what's needed to make it work. I suggest to you that the positive comments came from teachers with pupils who were appropriately integrated with adequate and appropriate supports. Maybe the negative comments came from teachers who really were "dumped" on.

Correia's comments suggest implications for the appropriateness of student placement as well as classroom size.

According to Freeze et al. (1989), classroom teachers were also dissatisfied with their professional preparation to meet the needs of students with handicaps. More than any other method, the literature points to inservicing as effective preparation for integration. Thousand and Villa (1989) suggested many possible areas for inservice training: training in collaboration, interpersonal and small group skills; in instructional practices as for outcomes-based models and cooperative group learning models; in computer assisted instruction; in models for assessing their own instructional behaviors and classroom management strategies; in methods for teaching positive social skills; in the use of peer tutors and buddy systems; in how to use peers as members of Individual Education Plan (IEP) teams; and finally, training that promotes knowledge and beliefs regarding best educational practices. Freeze et al. (1989) recommended that teachers be trained to effectively use paraprofessionals. The teachers, themselves, wanted instruction in how to ask questions and provide information that facilitated specialists' contributions, plus workshops from specialists on early identification of students at risk socially or academically, the nature of the services available to the school and interpreting assessment information in terms of instructional planning. Finally, Leavitt (1989:i) found

> ...the most useful, significant and confidence-building inservice experience is hearing stories from other teachers, stories about day-to-day life in the classroom.

Several authors reported that the value of the inservice training goes beyond content area because of the requirement of team effort in integrated systems. Thousand and Villa (1989) stated that inservice training creates common conceptual frameworks, knowledge and language. Fressle (1987:124), an occupational therapist, found that training, together with teacher input eased her transition into the program because she and the teacher could tackle problems from the same frame of reference. Similarly, Hurdish (1987:123-125) reported common commitment was a key element in effective change, and that one way to develop common commitment was by involving members of the team in conferences and inservices (presumably together). In summary, Campbell (1987:127) suggested that an advantage of ongoing training is that "everyone begins to believe and say the same thing."

In summary, teacher concerns included effective collaboration with outside professionals, class size, workload and training.

### *3 Impact on Students*

The basic premise of integration is that students with and without disabilities will interact while education is occurring.

Vanderbush (1987) reported that the student body of a newly integrated high school was urged to give the new students a friendly welcome; they immediately began to request that they be allowed to work as aides. A peer tutor club developed and ended up having more tutors than available students. King (1987) reported that the tutor program was one of the best ways to build support for the least restricted environment program within the student body. A cheerleader and a well-known football player were peer tutors the first year of the program and their involvement helped promote acceptance among the other students. Rhindress (1989) recommended singling out a few students who show interest in the students with disabilities and encouraging their interaction; both high and low profile students were deemed effective by this author.

According to Wilcox (1987:36, 43), although it does not make sense to write on a student's IEP, "Janet will have four friends and one best friend," classroom teachers can both manipulate opportunities for interaction and set goals for themselves such as: that every student in the class will have an identified "special friend" or advocate, or will interact with students without identifiable handicaps at least five periods out of the day.

There are other means as well to encourage peer interaction. First is the peer tutor system. Good and Brophy (1984) suggested that peers trained as tutors may be more effective than adults, and Cohen and Stover (1981) suggested that that might be especially so in teaching particular content such as mathematical concepts. Speculation was that students' superior effectiveness lies in their tendency to be more directive than adults, their familiarity with the material, their understanding of the potential frustration with the material and their use of more meaningful and age-appropriate vocabulary and examples.

Second, peer support networks and peer buddies, contrary to the above, are social rather than academic interactions. Budelmann et al. (1987) defined peer support networks as

> ...a bunch of kids working together to break down the barriers that society has built into the public's idea of what the norm is.

The networks work by enriching students' lives. The diversity of supports of the peer buddy are limitless, from "hanging out" to going to a ball game together or being an advocate regarding the student's unique abilities. The Circle of Friends concept is a more formalized version of the networking process. Both the networks and the buddies engender belonging rather than competition.

Finally, the benefits of cooperative learning groups have been well documented (Thousand and Villa, 1989). Cooperative learning experiences with heterogeneous groups tend to promote higher achievement than competitive or individually structured learning experiences. This has been found across grade levels, subject areas and different types of learning tasks. Students participating in this type of activity also like their teachers and the subject matter more. This practice also promotes higher levels of self-esteem, positive relationships, acceptance, support, trust and liking among students who are different in ethnic membership, gender, social class and need.

The problem is how to integrate low achieving students, or students with handicaps, into the group. One solution is to assign the student a specific role that promotes participation and minimizes anxiety about collaborating with more capable students. Other possibilities are to pretrain them in select collaborative skills so that they have unique expertise to bring to the group; to adapt the lesson requirements to the individual students; to use different success criteria for each student; to adjust the amount of material for each; or to assign a different aspect of the topic to each.

In summary, peer tutors, networks and buddy systems have been successful in the integration process. Cooperative learning groups have also been successful. Suggestions were given on how to integrate students with different levels of ability into these groups.

## 4 *Impact on Parents*

Parents vary as to what they think is the most appropriate method for schooling their children. In New Brunswick, Correia (1988:32) reported that:

> We maintain very close and frequent contact with parents. Some push for total integration, are willing even to go to court, if necessary, to accomplish it. Others demand the resource room model and still some prefer the segregated classroom within the regular school. I should like to think that we have this range of preferences because parents have confidence in what we recommend as an appropriate instructional environment for their son or daughter. Our Board has heard delegations of parents of children with long-term developmental needs supporting integration and requesting regular class placement and most recently a delegation of parents of mildly educationally handicapped students requesting that the resource room model be retained so as not to "short-change" their children.

According to King (1987) parental concerns should be welcomed: it is much harder to deal with parent apathy. King suggested that if parents need evidence that integration is worthwhile, the school should take videos of their child at the start of the program and one year later; the advances in social interaction and other skills would be obvious. King also recommended that staff emphasize to parents that the least restrictive environment program is the best way for a successful transition from student to working member of a community.

Mitchell (1990) cites parental and student involvement at all stages of the innovation as critical to its success. He reports that too frequently both parents and students have become inactive in school planning and decision making, not because of lack of information and presumed satisfaction of parents and students but because of the hierarchical dominance inherent in the school system. Mitchell proposes that the inclusion of both parties in all stages of innovation is valuable for four reasons:

1. It increases community involvement and makes educators realize that their knowledge is not always superior to that of those they serve.

2. It increases the sense of ownership toward the innovation that results from active involvement.

3. It encourages proactive support through the activation of communication and feedback challenges, which thereby reduces or negates the possibility of reactive opposition.

4. It diversifies the contact sources required of teachers. Parental and student involvement, therefore, maximizes the communication styles and approaches pursued by teachers.

Mitchell further cites examples where parental involvement had an impact on the implementation of mainstreaming legislation in the United States. Parents have historically played a significant part in initiating mainstreaming programs at the legislative level. Once legislation is enacted, however, parents' involvement in the mainstreaming process often diminishes. Once an integrated approach to teaching is being actively pursued, few parents maintain involvement in social action groups and few are actively involved in the development of their child's program of instruction. Mitchell concludes that in order for innovations like mainstreaming to be successful, all parties - students, parents, teachers and administrators - must work together to forge an effective, supportive partnership and a shared power base.

Dworet and Rathgeber (1989:29) reported that, in Canada, parents are involved primarily only in providing permission for formalized assessment and for placement. "No jurisdiction reported parent involvement that would parallel the American model of having parents contribute to the development of a written plan." One problem identified in Ontario (Dahl, 1986:7) that related to students with severe or profound handicaps is that

> ...the interface between a system's approach to program planning and delivery, and the planning around the unique strengths and needs of individuals continues to create tension in organized education.

According to Thousand and Villa (1989:22), in successful heterogeneous schools in Vermont, parents are considered valid and valued members of the team; they are seen as active and contributing to the Individual Education Plan.

> To view the parents otherwise limits the school's access to the valuable resources which parents offer in identifying their child's strengths and needs, designing realistic and effective interventions, and evaluating the outcomes of their child's education.

Wilcox (1987), from work in Indiana, concurs. It is important that parents go through the IEP process to decide how to spend their child's educational time: much needs doing yet there is only a limited amount of time to do it in. As well, the IEP should include goals to be worked on at home. Parents could provide opportunities for their children to do what they know how to do when they are at home. Parents should also have as a clear goal that the child be part of a social network and provide support for extra-curricular activities, allowance for leisure activities and chauffeur service to attend events and parties. The parent must also advocate for community support regarding jobs and residential options for persons with disabilities.

In conclusion, parental involvement in the integration process has varied depending on the nature of their child's disabilities, and which side of the Canadian/American border they reside on. However, regardless of school systems' professed support for parental involvement, it has been suggested that hierarchical dominance in schools prevents that involvement from occurring.

## Current Models of Integration

Dworet and Rathgeber (1989:25) reported that in 1988 Alberta offered (although not all school districts offered all of them) the following special services: special classes, resource rooms, crisis interventions, itinerant teachers, academic tutoring, homebound instruction, guidance counsellors, school social workers, school psychologists and psychiatric consultations. Newfoundland, the North West Territories, Nova Scotia and

Prince Edward Island did not offer the above: they have all rejected a continuum of service model in favor of an exclusively integrated approach.

Correia (1988:8-9) reported on the responses to the integration movement in Canada over time. One form involves the *resource room* learning or helping centre within the regular school program. The student spends most of the time in the regular classroom but is pulled out by the special education teacher for several periods of the week or day. The resource teacher may provide direct instruction only, serve as a teacher to the student and consultant to the classroom teacher, or be a crisis resource person for emotional or behavioral problems.

There are arguments both for and against the resource room model. Opponents argue that the withdrawal calls attention to the student and may damage self-image. Proponents argue that only in the resource room does the student get meaningful instruction; the rest of the day is lost, or at best, is less productive learning time.

Correia (1988:33) reported findings from a province-wide survey conducted by the New Brunswick Teachers' Association. Most students were thriving and happy without the resource room, but an example was given of one that was not:

> I hate my resource teacher coming into the classroom to help me when Mrs. M. teaches the English lesson...because now all the kids know that I can't read and I need extra help...(When I was going to the resource room) they knew, but when I was gone, they forgot, and they didn't know what I was doing there. I felt good about going there--and I learned more!"

The student quoted was in junior high school and had not been totally integrated previously.

There are also specialist teachers used as resource persons without the resource room. Some only supply materials to the classroom teacher, others also perform diagnostic services and program preparation. The resource teacher/consultant has more shared responsibilities with the teacher than the first type mentioned. This specialist is not tied to a room and can offer a full range of services, as required, to a reasonably sized group of exceptional students and their teachers.

Another form is the highly structured ***engineered*** classroom (often viewed as a reverse integrative approach). Here specialist teachers work with emotionally or behaviorally disordered students. The specialist teacher provides instructional programming for the student, and acts as a resource or consultant for the teacher. Slowly, the student is moved into the regular classroom until full integration is accomplished.

The *total integration* model is based on individualized instruction with all children totally sharing all learning opportunities and resources on a full-time basis. Total integration allows students to progress at their own rate and, despite the fact that it places heavy demands on teachers and resources, it is the preferred model for many (Correia: 1988). However, it is also a form that appears to be most effective when begun in the early grades. Laurell (1991) reported that the literature indicates that younger is better for total integration; older children may be more tolerant but are not empathic. The ages discussed were age four versus age eight.

A form of integration less in vogue but most frequently used for students with severe handicapping conditions is the *segregated classroom* within the regular school. Students are integrated through assemblies, lunch break and appropriate social opportunities. According to Wilcox (1987:29, 33) the goals for students with severe disabilities are that they graduate with a job, a nice place to live in the community and friends.

> We advocate integrated school programs because we think the business of schools is to get students ready for life in their community, and the communities for which we are getting them ready are universally integrated.

Wilcox reported that the indicators of success in finding and keeping a job are whether a student had a part-time job while in school, had access to vocational training and had employers willing to hire persons with disabilities. Having a place in the community for persons with disabilities requires having friends and advocates, and learning in complex environments things they need to know rather than things that are easy to teach. Furthermore, an image of similarity and competence at initiating and sustaining social interactions, not an increase in I.Q., are what are made possible by age-appropriateness and schooling in integrated settings. Effective schools will develop role definitions to support the best practices. Because student jobs are generally after school hours, some staff may have to consider roles with hours that are different from regular classroom hours for on-the-job support.

Correia (1988:9) concludes that whatever the approach or model used:

> Integration must not be an end in itself, it must enhance the educational process, it must be meaningful and appropriate for the individual student, it must enable learning!

Correia's preference is not to adopt one model but to use a spectrum of services responding to individual needs. When the integration plan was implemented in New Brunswick in 1987, of 1,386 students receiving special education services, 491 were integrated 100% of the time, 538 for 75%, 152 for 50% and 205 for 25% of the time or less. At the high school level, 69% of the special needs students were integrated for 50% of the time or less. That was attributed to both the nature of high school course work and the fact that students in this group had presented challenging, long-term needs; four students with severe multiple handicaps spent no time in regular programs. It was suggested that fuller integration may result in a demand for more paraprofessional staff. Correia reported that most of the New Brunswick successes in the total integration of students with long-term developmental special needs were with younger children placed in elementary school programs. Correia (1988:28) also cautioned that as these students approach "the widening gap," careful monitoring will be essential and new or different intervention programs may need to be developed and implemented for them.

What can be seen here is that integration has had diverse definitions in the past, and that individual needs may require that more than one form of the concept be applied.

## Summary

The focus of this chapter has been on the elements that have been found to create effective change in education. Elements that have been found ineffective have been mentioned as well as precautions. Regarding educational change in general, effective and ineffective strategies were cited based on McLaughlin's 1990 review of the major findings of the Rand Study of 1973 to 1978. Due to the time lapse between the two studies, McLaughlin was able to determine the long-term success, or life, of educational change.

Specifically regarding the integration of students with special needs into regular classroom and school environments, several areas of concern were reviewed. The principles of radical desegregation were summarized and measurements for success based on compliance and program effectiveness were reported. Furthermore, the impact of change on administrators, teachers, students and parents was discussed. An attempt was made, where possible, to include examples from the experiences of integrated systems. The section on the impact of integration on teachers, the front-line workers, was given prominence because of the increased complexity of their role compared to traditional educational practices. More than at any other level of the system, for teachers to effect change, massive structural changes in the system must occur.

Finally, specific examples were given of the variety of integration methods, as well as their strengths and weaknesses.

It is hoped that the points in this chapter, whether empirically or experientially based, will help school divisions in Alberta succeed in the integration challenge handed them by the Premier's Council on the Status of Persons with Disabilities.

That is not to say that the immensity of the changes is not understood, nor that these few points will resolve the complex issues of educational change -- especially in relation to integration. Only the surface has been scratched. However, it is hoped that some useful information has been gleaned from other school systems facing the same challenge: to succeed in the creation of a delivery system based on a philosophy of equal opportunities for all children regardless of their abilities.

# Chapter 3 Methodology

This chapter provides an overview of the various research methods used in this evaluation study. A multi-method approach was determined as the most effective way of capturing at least some of the many facets of this all-pervasive process called integration. Methods included document reviews, a literature review, a file review, on-site observation, interviews with many stakeholder groups, the development of case studies, a division-wide survey of all school-based staff and individual student assessments. The methods are explained below and limitations are identified. Finally, the Data Collection Matrix that guided research activities is presented.

## Document Review

All available documents related to the Premier's Council on the Status of Persons with Disabilities were reviewed along with relevant sections of the School Act (1988) with amendments to 1990, and the Brassard Report, entitled "Claiming My Future." These documents provided touchstones for the evaluation, linking it to time, place and issue.

## Literature Review

Chapter 2 reviewed the literature available on the topics of change in education and change specific to the integration of children with special needs. The literature review began with a search through CD-ROM/ERIC using key words including change, integration, mainstreaming, district, Canada, teacher, inservice and implementation among others. Articles were chosen from either empirical evidence or based on experiential reporting from districts involved in the process of integration. District reporting generated the greater number of references.

A limitation of the literature review is that generalization across districts based on experiential reporting alone was not possible. Also, because of the brevity of the review, convergence of experiences was not gained to any great extent. The review, therefore, should not be viewed as a basis for the formulation of hard hypothesis, but rather as a series of statements associated with, but not the reasons for, successfully integrated school systems.

## File Review

The file review was based on documents made available to the evaluators from the Yellowhead School Division Central Office and included correspondence, reports, audits, presentations, papers, calendars, notices and other miscellaneous information. Three primary groupings of the documents were compiled and analyzed separately as follows:

1. All available documents relating to the initial implementation of integration and the integration plan were reviewed. An analysis was conducted to determine whether discrepancies existed between what was planned and what was accomplished, particularly in terms of start-up information and support.
2. Integration stories from 10 of the Yellowhead schools were reviewed. This excluded the stories of the case study schools, which are explained elsewhere, and also excluded one rural school for which no story was found. A content analysis was conducted. Statements were coded and tabulated for commonalities across schools and compared to division response acknowledging concerns.
3. Integration audit reports from the same 10 Yellowhead schools were reviewed. The audits were analyzed by content of the responses to open-ended questions. The responses were then coded and plotted in tables to determine compliance of schools to the integration goals of the division.

Limitations of the file review include the possibility of missing information resulting from misinterpretation of the documents that were made available. However, information gained from the documents was used in conjunction with interview data wherever possible. Further, Central Office staff were provided the opportunity to review material presented in Chapter 4 for accuracy, chronology, gaps and tone.

## On-Site Observations

As part of the case study process outlined below, classrooms were visited in the six case study sites where special needs students were integrated. An observation checklist was attempted but later removed from the observation process because of the richness and complexity of the activities observed. Observations were simply not quantifiable and an attempt was made instead to capture the flavor of the schools in the case study descriptions.

## Interviews

Interviews were conducted with a number of stakeholder groups. These included program initiators at Central Office and on the Board of Trustees for the historical context at the division level; program implementors at both division and school level (including administrators, teachers and aides) for program development information; parents for possible program impacts; and several other individuals identified during the course of the study as key informants. Interview protocols were developed for each set of interviews based on the Data Collection Matrix. These are available in Appendix 4.

In all cases interview data are limited by the representativeness of those involved. Many teachers, for example, volunteered to be interviewed. Others were selected by the school principal. Trustees were selected by the Superintendent as being representative. Parents were selected by principals and/or volunteered. None of these processes was systematic or random. As a result, in the case of parent interviews, two schools did not invite parents of students in regular classes to be interviewed and so comparison value was lost. An additional limitation to parent interview data related to the overall size of the sample. Only 47 out of an estimated 2,600 parents (given two children per family) in the Yellowhead School Division were interviewed. This represents only 1.8% of the total population. The conclusiveness of the findings is obviously constrained by this factor. Nonetheless the opportunity given to even a few parents to have a voice in this evaluation provides a valuable indication of family and community perceptions in the division.

Other limitations include memory lapses, the absence of staff members no longer in the jurisdiction or readily available and the inability of the researcher to judge the completeness or accuracy of responses. However, these limitations are minimized to an extent in that the composite picture formed by people's memories is complex, dense, rich and idiosyncratic -- the very stuff of qualitative research that makes the findings compelling.

## Case Studies

A case study has been defined by Yin (1989:23) as an empirical inquiry that:

1. Investigates a contemporary phenomenon within its real-life context; when
2. The boundaries between phenomenon and context are not clearly evident; and in which
3. Multiple sources of evidence are used.

It was determined that the case study approach would be an effective means of describing integration in Yellowhead schools.

A critical research issue that had to be addressed initially was that of compliance. It was essential that the cases selected for inclusion in the report be willing participants. This was achieved through a series of activities designed to ensure that this happened.

In the first place, senior administrators at Central Office were asked to select potential case study sites. They were given a number of criteria to use in the selection process including:

1. School level;
2. School size;
3. Location;
4. Contact with special education before integration;

To these factors, the Superintendent added:

5. Principal located at the school for some time.

After discussion, the administrators were able to identify schools that fit most of the criteria (Table 2). As can be seen in Table 2, diversity was generally achieved although no junior high school was selected. In all but one case, the principal had been in the school since before the development of the integration policy, and in that one case the former principal was interviewed as well as the current principal.

**Table 2**
**Case Study Selection Criteria**

| School * | School Level | School Size | Location | Special Education Contact | Experienced Principal |
|---|---|---|---|---|---|
| Odin | ECS-1, 4-6 (Eng)<br>ECS-1, 4-6 (Frlm) | Large | Urban | Yes | Yes |
| Taylor | ECS-6 | Small | Rural | No | No |
| Thorpe High | 8-12 | Small | Rural | Yes | Yes |
| H.R. Fox | ECS-7 | Large | Urban | No | Yes |
| Fisher | 1-7 | Large | Urban | No | Yes |
| Southside Composite High | 10-12 | Large | Urban | Yes | Yes |

* All school names are fictitious to preserve confidentiality.

Secondly, at the request of the researcher, the Superintendent wrote to the principals of these schools, explained the nature of the study and asked them if they wished to be involved. They all agreed.

A series of school visits took place between January and May 1991. Each school was visited at least twice for one-half to a day and a half at a time. Principals were asked to identify for interviews teachers who had been involved in the integration process. Administrators, classroom support teachers and aides were also interviewed (see Appendix 4 for interview protocols). Classrooms with students on IEPs were observed. School files and documentation were reviewed for information on the integration process.

Following data collection, case studies were written to track the integration process over the school years 1986-87 to 1990-91. The case studies were prepared in a narrative style as recommended by Wolcott (1990) and Merriam (1988). To maintain confidentiality, school names were changed through a random selection process. Draft copies of the case studies were circulated to the appropriate school principals with the request to obtain additional staff feedback and to comment on accuracy, chronology, gaps and tone.

Responses were received by telephone. In all cases, changes requested related to issues of accuracy and were corrected before inclusion in this report.

The main limitation of the cases remained the fact that they were based on interview data and available school documentation so it was possible that lapses in memory or gaps in information might be present. It is hoped that the review process used by those on site ensured that the cases were fair representations of what really happened.

Finally, it is hoped that they fulfil the evaluative purposes suggested by Yin (1989:25) in that they:

1. Explain the causal links in real-life interventions that are too complex for survey or experimental strategies;
2. Describe the real-life context in which an intervention occurred;
3. Provide a journalistic account of the intervention itself; and
4. Explore those situations in which the intervention being evaluated has no clear, single set of outcomes.

## Teacher/Staff Personnel Survey

A comprehensive 73-item survey was developed for administration to all school-based staff in the Yellowhead Division. School-based personnel were defined as classroom teachers, classroom support teachers, aides, clerical staff, custodial staff and school administrators who worked in a school in Yellowhead as of May 1991.

The survey addressed a number of issues considered relevant to integration including: communication issues; training issues; resource adequacy and use; overall impact of integration on the school; attitude change; impact on students; effectiveness relative to disability type; impacts on teaching style; IEP effectiveness; general satisfaction; and perceived goal achievement. Several open-ended items asked respondents to directly identify strengths and weaknesses of integration, unanticipated outcomes, unresolved issues and recommendations. The survey was field-tested on a sample of seven individuals who were either special education teachers in the Calgary region or people noted for their special expertise in this area. The survey was also distributed to members of the evaluation steering committee for their suggestions.

Once feedback from all sources was received and incorporated into the body of the survey, it was delivered to the Yellowhead Central Office for distribution. Central Office personnel were given detailed instructions for coding and distributing the survey. All surveys included an I.D. number for tracking purposes and a self-addressed, postage-paid envelope, to be returned directly to the office of the evaluators. After two weeks had passed, all schools were called with reminders, delivered verbally to the principal or his/her representative and intended to be passed on to staff.

Statistical analysis was conducted using the SPSS PC+ statistical software package. Limitations to the survey include possible sample bias resulting from incomplete survey returns (see Chapter 6). Although the return rate for this survey was quite high (64%), nothing can be said regarding the 36% who did not return the questionnaire. It is possible that this group may have varied in some systematic way from survey respondents and such variance can neither be identified nor accounted for.

Further limitations to this survey relate to the retrospective nature of many of the response categories. In an effort to identify and measure specific areas where actual change had occurred since the onset of integration, respondents were asked to think back and evaluate certain situations, relative to the start of the integration process. The human memory is far from infallible and no determination can be made as to the reliability of these measures. However, in the absence of a true quasi-experimental study design (i.e., pre-post and/or control group design), such retrospective comparisons were considered necessary to the declarative value of the evaluation.

A final limitation to the survey stems from the fact that respondents repeatedly expressed concern regarding confidentiality issues. Staff appeared to be particularly sensitive about potential identification and as such it is possible that answers and comments may have been constrained by this factor. This may also account for the response rate in that staff may have opted not to return the survey for fear of identification.

## Student Assessment

Teachers completed standardized questionnaires on specifically identified individual students. In each of the six case study schools, the Child Behavior Checklist, Teacher's Report Form (Achenbach and Edelbrock, 1986) was completed for each special needs student with an IEP, and a matched control group. Special needs students were compared to control group students using three indices: academic performance, adaptive functioning and behavior problems.

The limitations of this standardized approach to student assessment are explored in Chapter 7. However, four main limitations emerge. In the first place, the student data were provided by teachers and thus are limited to the impressions and observations of one individual. Secondly, data were collected for all identified special needs students but only for a sample of regular students. Third, data were provided by teachers who were aware of the group to which the student belonged and may as a result have intentionally or inadvertently biased the information. Finally, data were descriptive of students at one point in time only and would be more useful if they could be compared to data of a subsequent period or to data of a matched equivalent group in another jurisdiction without an integration policy. These limitations not withstanding, individual student assessments of academic performance, adaptive functioning and behavior problems provide a useful counterpoint to the generalized and qualitative observations of the case studies and the collapsed and quantified data of the survey.

## Data Collection Matrix

To guide data collection, a Data Collection Matrix (Table 3) was designed to capture study topics identified by the literature review, by preliminary interviews and by the evaluation model presented in Chapter 1.

**Table 3**
**Data Collection Matrix**

| RESEARCH QUESTIONS | METHODS | ANALYSIS[1] |
|---|---|---|
| 1.00 HISTORICAL CONTEXT | | |
| **1.10 Program Initiation** | | |
| 1.11 Premier's Council | Document Review | Summary Description |
| 1.12 School Act 1988 | Document Review | Summary Description |
| **1.20 Related Research** | | |
| 1.21 Change process | Literature Review | Summary Description |
| 1.22 Change process in school districts | Literature Review | Summary Description |
| 1.23 Change process related to integration | Literature Review | Summary Description |
| **1.30 Local Context** | | |
| 1.31 Services before integration | Document Review<br>Interviews - Central Office<br>- Principals | Summary Description |
| 1.32 Change process - scope and timing | Document Review<br>Interviews - Central Office<br>- Principals | Summary Description |

## Table 3
## Data Collection Matrix (contd.)

| RESEARCH QUESTIONS | METHODS | ANALYSIS |
|---|---|---|
| **1.40 Board Policy re: Integration** | | |
| 1.41 Governance | Interviews - Central Office<br>File Review - Board Members | Summary Description |
| 1.42 Facilities | Interviews - Central Office | Summary Description |
| 1.43 HR Management | Interviews - Central Office | Summary Description |
| 1.44 Student Services (see also 1.31) | Interviews - Central Office | Summary Description |
| 1.45 Financial Management | Interviews - Central Office | Summary Description |
| 1.46 Transportation Management | Interviews - Central Office | Summary Description |
| 1.47 Responsiveness (local adaptation, interconnectedness, continuation) | Interviews - Principals<br>- Teachers | Summary Description |
| **1.50 Community Response** | Interviews - Parents | Summary Description |
| **2.00 IMPLEMENTATION PROCESS** | | |
| **2.10 Students** | | |
| 2.11 Level of tolerance | On-site Observation<br>Interviews and Surveys - Teachers, Parents | Summary Description<br>Response Comparison |
| 2.12 Self-esteem | On-site Observation<br>Interviews and Surveys - Teachers, Parents | Summary Description<br>Response Comparison |
| 2.13 Behavior in classroom re: work | On-site Observation<br>Interviews and Surveys - Teachers, Parents | Summary Description<br>Response Comparison |
| 2.14 Behavior in classroom re: social skills | On-site Observation<br>Interviews and Surveys - Teachers, Parents | Summary Description<br>Response Comparison |
| **2.20 Teachers** | | |
| 2.21 Type and degree of training for integration | Interviews - Teachers | Content Analysis<br>Case Study Description |
| 2.22 Support at local level | Interviews and Surveys - Teachers | Content Analysis<br>Case Study Description |

## Table 3
## Data Collection Matrix (contd.)

| RESEARCH QUESTIONS | METHODS | ANALYSIS |
|---|---|---|
| 2.23 Opportunity for planning and feedback | Interviews and Surveys - Teachers | Content Analysis<br>Case Study Description |
| 2.24 Participation in decision making | Interviews - Teachers | Content Analysis<br>Case Study Description |
| 2.25 Networking | Interviews and Surveys - Teachers | Content Analysis<br>Case Study Description |
| 2.26 Collegial relations | Interviews and Surveys - Teachers | Content Analysis<br>Case Study Description |
| 2.27 Commitment | Interviews and Surveys - Teachers | Content Analysis<br>Case Study Description |
| 2.28 Practice | On-site Observation | Summary Description<br>Case Study Description |
| **2.30 Administration - Local** | | |
| 2.31 Promotion of training | Interviews and Surveys - Principals | Content Analysis<br>Case Study Description |
| 2.32 Availability of resources | Interviews and Surveys - Principals | Content Analysis<br>Case Study Description |
| 2.33 Relations with Central Office | Interviews and Surveys - Principals | Content Analysis<br>Case Study Description |
| 2.34 Shared mission | Interviews and Surveys - Principals | Content Analysis<br>Case Study Description |
| 2.35 Promotion of planning and feedback | Interviews and Surveys - Principals | Content Analysis<br>Case Study Description |
| 2.36 Response to local needs | Interviews and Surveys - Principals | Content Analysis<br>Case Study Description |
| 2.37 Feedback on performance | Interviews and Surveys - Principals | Content Analysis<br>Case Study Description |
| 2.38 Commitment | Interviews and Surveys - Principals | Content Analysis<br>Case Study Description |
| 2.39 Integration routines | On-site Observation<br>Interviews - Principals | Summary Description<br>Case Study Description |

## Table 3
## Data Collection Matrix (contd.)

| RESEARCH QUESTIONS | METHODS | ANALYSIS |
|---|---|---|
| **3.00 PROGRAM OUTCOMES** | | |
| **3.10 Students** | | |
| 3.11 Academic performance | Interviews - Parents<br>Surveys - Teachers, Principals, Parents | Response Comparison |
| 3.12 Social interaction | Interviews - Parents<br>Surveys - Teachers, Principals, Parents | Response Comparison |
| 3.13 Satisfaction with integration | On-site observation<br>Informal interviews | Summary Description |
| **3.20 Teachers** | | |
| 3.21 Satisfaction with integration | Interviews and Survey - Teachers | Summary Description |
| **3.30 Parents** | | |
| 3.31 Satisfaction with integration | Interviews and Survey - Parents | Summary Description |
| **3.40 Goal Achievement** | Document Review<br>Interviews and Survey - Teachers, Parents, Principals | Summary Description<br>Response Comparison<br>Case Study Description |
| **3.50 Unanticipated Outcomes** | Emergent<br>Interviews and Surveys - Teachers, Parents, Principals | As required |
| **3.60 Unresolved Issues** | Emergent<br>Interviews and Surveys - Teachers, Parents, Principals | As required |
| **3.70 Future Directions** | Emergent<br>Interviews and Surveys - Teachers, Parents, Principals | As required |

**Table 3**
**Data Collection Matrix (contd.)**

| RESEARCH QUESTIONS | METHODS | ANALYSIS |
|---|---|---|
| **4.00 PROGRAM IMPACTS** | | |
| **4.10 Community Perception** | Document Review<br>Interviews as appropriate | As required |
| **4.20 Other Program Impacts** | Emergent | As required |

This chapter has reviewed the research methods used in the evaluation study. The multi-method approach was deemed the most effective way to research the complex, all-pervasive concept of integration and went from the very specific study of individual student behaviors and performance to the broadly based, division-wide opinion survey.

# Chapter 4 At the School Division

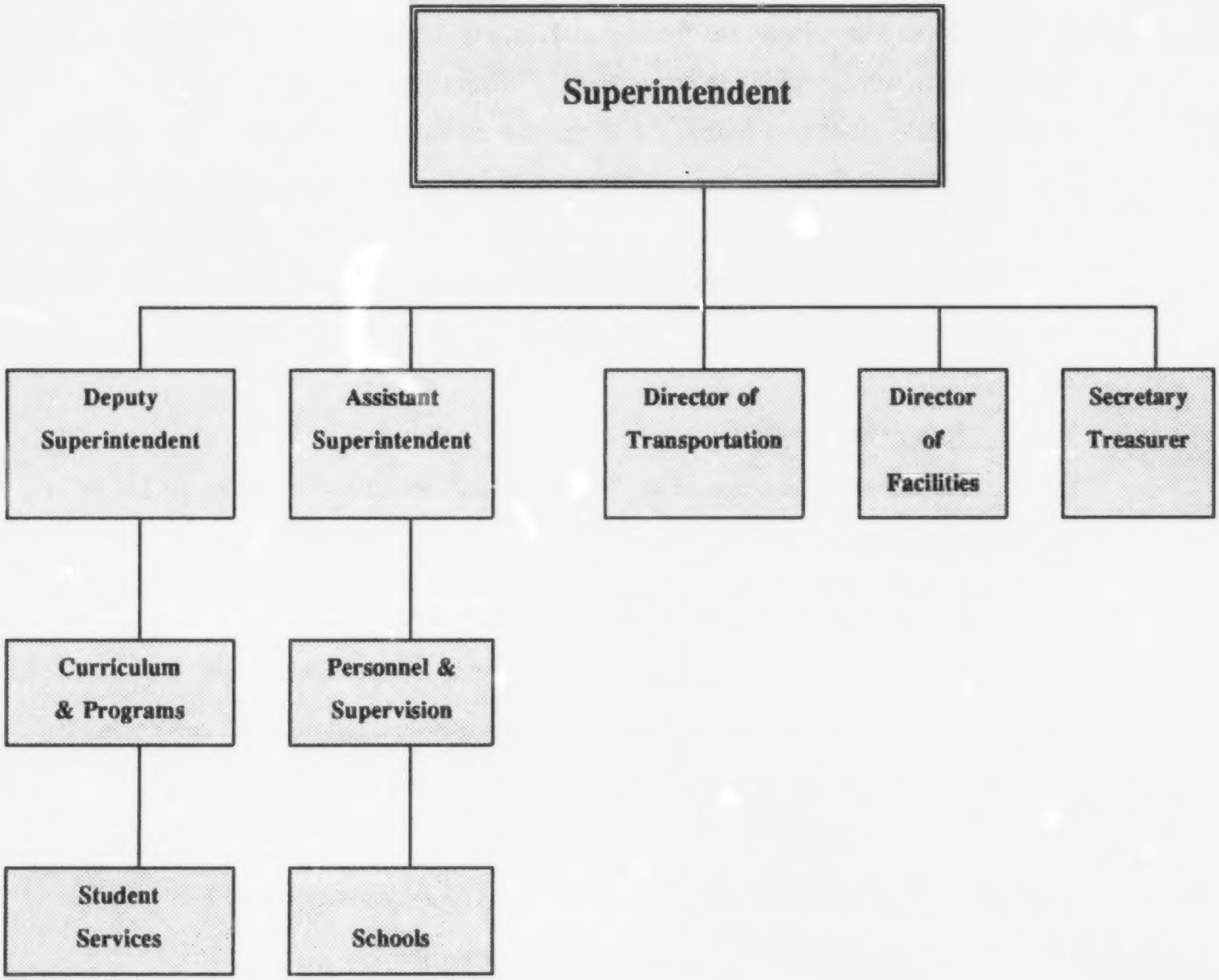
In this chapter, the role of the Yellowhead School Division's Board of Trustees and Central Office administration in the process of integration is explored. The first section describes Student Services before the integration process began in the 1986-87 school year. The second section reviews the scope and timing of the change process from the perspective of Central Office staff. The final section examines changes that occurred in a number of other service areas, including governance, human resources, facilities, transportation and finance.

## Before Integration

In 1985, the Board of Trustees of the Yellowhead School Division articulated a set of goals for management of the division:

1. Students of all ages receive a level of knowledge and skills consistent with their abilities in order that they may achieve a place in society.
2. Students complete a program of studies and achieve a certain standard.
3. Students are taught to learn and to develop a sense of curiosity and a desire to learn.
4. Students develop a sense of self-esteem.
5. Students feel good about going to school.
6. Students are recognized as people with certain rights and responsibilities.
7. The community feels good about our school system.
8. The public understands what the school system is and does.
9. The division's employees feel that the school division is a good place to work.
10. The physical assets of the division are properly maintained.
11. The finances of the school division are controlled.

The organization chart at that time appeared as follows:


Superintendent
Deputy Superintendent
Assistant Superintendent
Director of Transportation
Director of Facilities
Secretary Treasurer
Curriculum & Programs
Personnel & Supervision
Student Services
Schools

Senior management realized the structure was awkward and confusing for special needs referrals. Teachers who required assistance for a special needs student had to make a formal request for referral through the school principal who would then phone Central Office to request assistance from Student Services.

Policy 3022 referred to special education and read as follows:

> The Board supports the provision of education programs for exceptional students who have special needs, whether the students are gifted, talented or educationally disabled.

The full policy is reproduced in Appendix 1.

Student Services had seven positions:

1. Supervisor of Special Education
2. Supervisor of Early Childhood Education
3. Services for Gifted Co-ordinator (vacant in 1985)
4. Educational Psychologist
5. Speech Therapy Liaison
6. EOF Native Liaison
7. Department Secretary

The Student Services Handbook (Yellowhead School Division, 1985) outlined roles and responsibilities for positions 1, 4 and 5, and these are provided in Appendix 1 along with guidelines for the Rehabilitative Aide position. These aides were assigned on the basis of student needs by the Supervisor of Special Education. It is interesting to note that the positions of Special Needs and Resource Room teachers had no job description in the handbook -- an indication of the lack of clarity in the chain of authority between Student Services and the schools.

The philosophy of special education in the Yellowhead School Division was to provide special facilities, methods and support services for exceptional children so they could receive an education commensurate with their potential. The philosophy went on to state:

> Where possible the needs of exceptional students are met within the regular classroom, the degree of segregation is based on student needs rather than on administrative convenience.

The philosophy also identified the need to work collaboratively with parents and the need to have a clear statement of objectives in individual program plans that would be reviewed regularly.

There were a variety of special education programs offered to educationally disabled students. The first was Resource Teacher Services. These services were provided to assist learning disabled students and their teachers with special techniques and methods to enable the students to continue their education in the mainstream. In the 1985-86 school year, 17 resource room teachers (7.41 full-time teacher equivalents, or f.t.e) provided these services in 16 of the 17 schools in the division. The objectives of the program were to:

1. Detect, remediate, minimize or circumvent a child's learning deficiencies before they generate a sense of failure and bring about complicating emotional and social problems.
2. Personalize teaching through diagnostic teaching procedures.
3. Enable each child to experience success in his learning endeavors, thus promoting a sense of self-worth and self-confidence.
4. Facilitate the use of diagnostic teaching by the regular classroom teacher.
5. Serve as a resource for teaching strategies that recognize the variations in learning styles within any regular classroom setting.
6. Familiarize teachers with materials, diagnosis and strategies that can be used in the regular classrooms for remedial purposes and to prevent the need for remediation.

The second program involved the Low Enrolment-Special Needs Classes. These services were provided for educationally disabled students for whom Resource Teacher Services were not adequate. Typically, students in these classes were diagnosed as Educable Mentally Handicapped (EMH) or Severely Learning Disabled (SLD). Six special needs teachers (5.2 f.t.e.) taught six of these classes in five schools: four elementary, one junior high.

The objectives of the program were to:

1. Provide individual instruction that will remediate, minimize or circumvent a child's learning deficit.
2. Enable a child to experience successes and engage in activities that will bolster self-worth and self-confidence.
3. Integrate the student into regular classroom and school activities through support of and consultation with regular classroom teachers.
4. Provide life skills and vocational emphasis to prepare students for entry into adult life and the world of work.
5. Provide information and support to the parents of educationally disabled students.

The third program involved the Special Needs-Trainable Mentally Handicapped (TMH) programs, which were provided for students diagnosed as moderately to severely mentally handicapped. There were two of these classes located in separate elementary schools, each with one full-time Special Needs-TMH teacher of 2.0 f.t.e. in total. The objectives of these programs were to:

1. Provide instruction within the provincial Trainable Mentally Handicapped curriculum.
2. Instil a sense of self-worth and provide activities in which the student can experience success.
3. Provide life skills and vocational emphasis to prepare students for an adult life in their communities.
4. Provide close home support and parental instruction.

The fourth program involved providing Alternate Classes at the junior and senior high school levels. These classes were provided for learning disabled students who required more individual attention and special instruction than was available through the resource room teacher. There were seven Alternate Classes in 1985 located in three high schools and two junior highs involving 7.0 f.t.e. teachers. The objectives of these programs were to:

1. Remediate, minimize or circumvent a student's learning deficits in language, arithmetic or other areas.

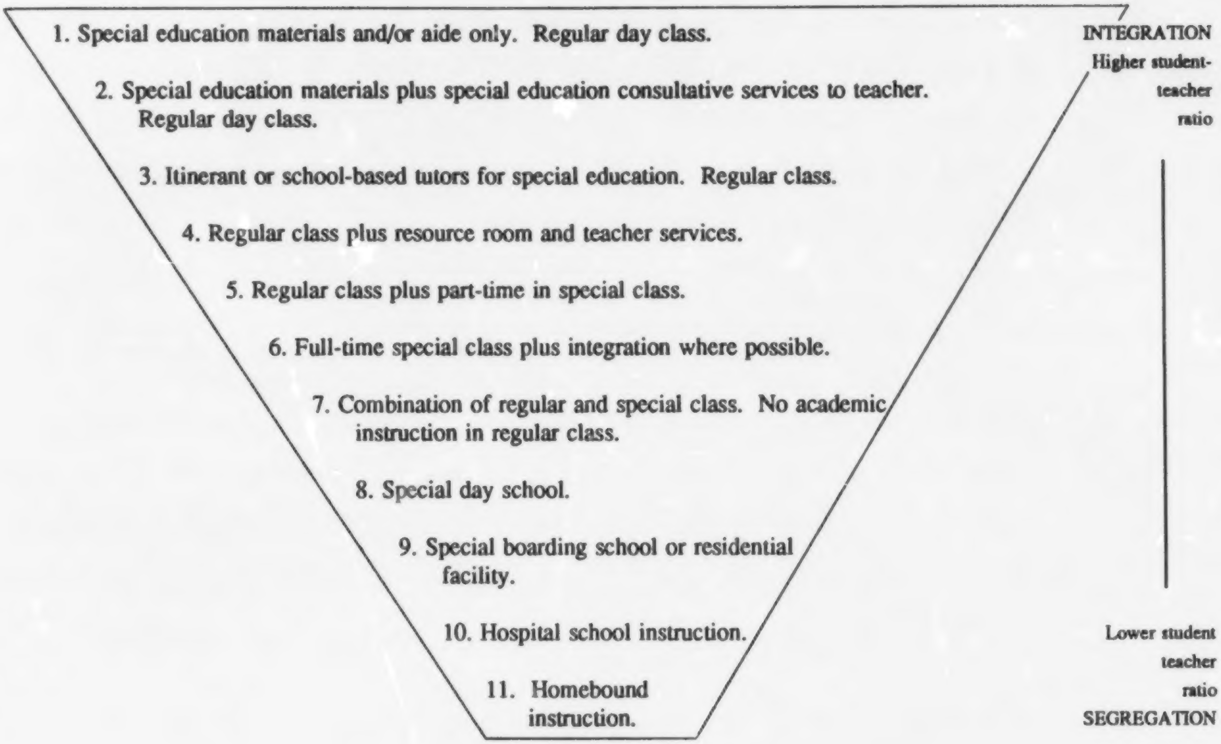
2. Integrate into the mainstream and provide follow-up support for those students who have the potential to graduate through the regular stream.
3. Provide life skills and vocational training for those students whose learning disability is so severe that they will not progress to graduation.
4. Instil a sense of self-worth and self-confidence and provide activities in which the student can experience success.
5. Provide parental support and guidance regarding the student's disability and the student's future as a contributing member of society.

The fifth program involved Early Intervention-Dependent Handicapped Classes for pre-school and ECS-aged children with developmental delays.

The sixth program area involved Native Programs.

Other programs in student services were Early Childhood Services and Counselling Services. Speech therapy services could be obtained through a contract with the Alberta West Central Health Unit, and programming expertise for sensory multihandicapped students was available from the Edmonton Public School Board through its coordinated Assessment and Program Planning for Education (CAPE) Program.

A lengthy list of standards regarding referral, testing, reporting of results, filing of reports, placement, programming and follow-up guided special education activities. The standards stated that, "Students shall be integrated into regular classes whenever possible. The Cascade Model of Integration will be followed" (Yellowhead School Division, 1985). The Cascade Model of Service Delivery is depicted below as an inverted pyramid and contains 11 administrative plans for special education for the disabled ranging from fully integrated to fully segregated and from a higher student-teacher ratio to a lower student-teacher ratio.



1. Special education materials and/or aide only. Regular day class.
2. Special education materials plus special education consultative services to teacher. Regular day class.
3. Itinerant or school-based tutors for special education. Regular class.
4. Regular class plus resource room and teacher services.
5. Regular class plus part-time in special class.
6. Full-time special class plus integration where possible.
7. Combination of regular and special class. No academic instruction in regular class.
8. Special day school.
9. Special boarding school or residential facility.
10. Hospital school instruction.
11. Homebound instruction.

However, resource teachers were encouraged to provide remediation services within the regular classroom whenever possible for several reasons. The first reason was to avoid labelling students as educationally handicapped. As the handbook stated, "Experience in the Yellowhead School Division indicates that some students' self-concept is diminished because of being pulled out of regular classes" (Yellowhead School Division No. 12, 1985:C-30). Secondly, the resource teacher could model special instructional techniques to regular classroom teachers. The third reason for in-class work was that the resource teacher could assist in the instruction of non-disabled students. Final reasons included early identification of special needs children to help eliminate "dumping" (i.e., that there was a special place for students with difficulty learning). In-class support was encouraged because ultimately, "There is no body of literature which clearly indicates that segregated class placement produces significant changes in academic achievement."

The handbook also outlined procedures for developing what were called Individual Program Plans (IPPs). The IPP ensured that educationally disabled students had goals, objectives, evaluation standards, timetables, informed parental consent and a permanent record of required resources. The IPP was seen as part of the test-teach-evaluate process and was to contain the following components:

1. The student's present level of educational performance.
2. Annual program goals and instructional objectives.
3. Specific special educational instruction and services.
4. Evaluation procedures and schedules for determining the extent to which objectives were being met.

IPPs were required for all students receiving special education services and were to be placed in the student's cumulative file. It was recommended that continuing students have an IPP in place by the tenth week of school while assessment and program development for new students might take longer. It was suggested that IPPs be two pages or less.

Finally, the handbook suggested that formal testing alone would not provide the information necessary to diagnose a learning disability or to develop an IPP. Other recommended information sources included visual and auditory screening, achievement tests, classroom observation, cumulative records and information from parents and counsellors.

## The Change Process at Central Office

Senior management reworked the 1985 division goals into a number of facilitative statements and organized them into a matrix of activities for the 10-year period 1986-87 to 1996-97. The statements were:

1. Emphasizing a developmental approach to learning.
2. Providing programs to educate the total person.
3. Providing program support through human resources.
4. Providing program support through material resources.
5. Providing program support through environment enhancement.
6. Providing ongoing inservice support.
7. Optimizing the resources allocated to educational priorities.
8. Establishing effective communication with parents.
9. Establishing effective communication with the public.

10. Establishing effective communication with other agencies.
11. Establishing effective communication with staff.
12. Establishing effective communication with students.
13. Establishing qualification standards for all employees.
14. Developing educational leadership skills.
15. Planning, monitoring and evaluating divisional operations.

It took two years to develop the 10-year plan, and it is being updated each year.

Following is a brief chronology of events related to the integration process at Yellowhead based on a review of documents and files and on interviews conducted with Central Office staff between January and May 1991.

## *Year One: 1986-87*

For a number of reasons, senior administrators at Central Office had come to the conclusion that a segregated approach to special education was not effective. Superintendents did extensive research on the topic of mainstreaming and concluded that integration was educationally sound and "good for kids." It taught the children in regular classes how to cooperate, it allowed the disabled children to escape the negative effect of labelling and it put a halt to the perpetuation of the idea of "differentness." They also felt that there was legal support for this position through the ground swell in the disabled community for the "least restrictive environment," from human rights legislation and from a number of court cases in the United States that had been settled in favor of the disabled person. Further, a few of the schools in Yellowhead had determined that an integrated approach was more effective and as a result had already explored the approach. Organizationally, the senior administrators had identified that the current structure was awkward and did not facilitate effective or efficient communication and that excessive specialization, departmentalization and compartmentalization was causing schools to become a group of isolated parts. This was perceived to lead to an erosion of school effectiveness in the community. Finally, the senior administrators believed strongly that integration was the right thing to do.

As a result, by February 1987, they had determined to dismantle the Student Services department and to re-assign duties, devolving the delivery of education for special needs students to the regular classroom teachers. In their 10-year plan, under Statement 1, Emphasizing a Developmental Approach to Learning, among the list of objectives for 1986-87 was the statement "Articulate special needs classrooms." For the following year, the statement became "Integrate special needs students (.5 max segregation)." By 1991-92 this objective had disappeared from the plan in anticipation of its achievement.

Realizing the "top-down" nature of this decision, the senior administrators went to work articulating their vision, raising awareness, disseminating research information to the schools, initiating discussion, holding meetings and providing inservice. A selection of the notes and correspondence of the Superintendent at the time reveals his perspective:

> *". . . all children are welcomed in a regular classroom, allowing access to constructive interaction and instruction with their age appropriate peers. The basic requirement here is that teachers are willing to accept all children as they are. This acceptance recognizes the child as a person first and secondly as a person who has unique needs." (1987)*
>
> *"Removal of special needs students from the regular class environment should occur only when extensive and appropriate individual program planning indicates that education in regular classes, with the provision of supplementary supports and services, cannot meet the student's educational and social needs or there is clear evidence that it is desirable for the welfare of the child or other children. In any event, removal should occur for a limited time period and with a goal oriented plan focused on returning the child to the regular class." (1987)*
>
> *"The anxiety and uncertainty will not disappear until regular classroom teachers are able to see 'real' kids and get to know them as individuals with strengths and needs." (1987)*
>
> *"We are no longer at the stage of debating the educational value of integration but rather our focus is on developing an effective implementation plan for integration." (1987)*
>
> *"Complete integration of special needs students in regular classrooms is seen by us as a process that will take several years. In September 1987, we expect that the first small step towards integration is taken by all schools . . ." (1987)*
>
> *"The starting point for each school will be discussed on an individual school basis if necessary." (1987)*
>
> *"The primary focus for the first two to three months must necessarily be on socialization of the child in a new setting, with a view to gathering more information about that child in order to develop a full educational plan." (1987)*

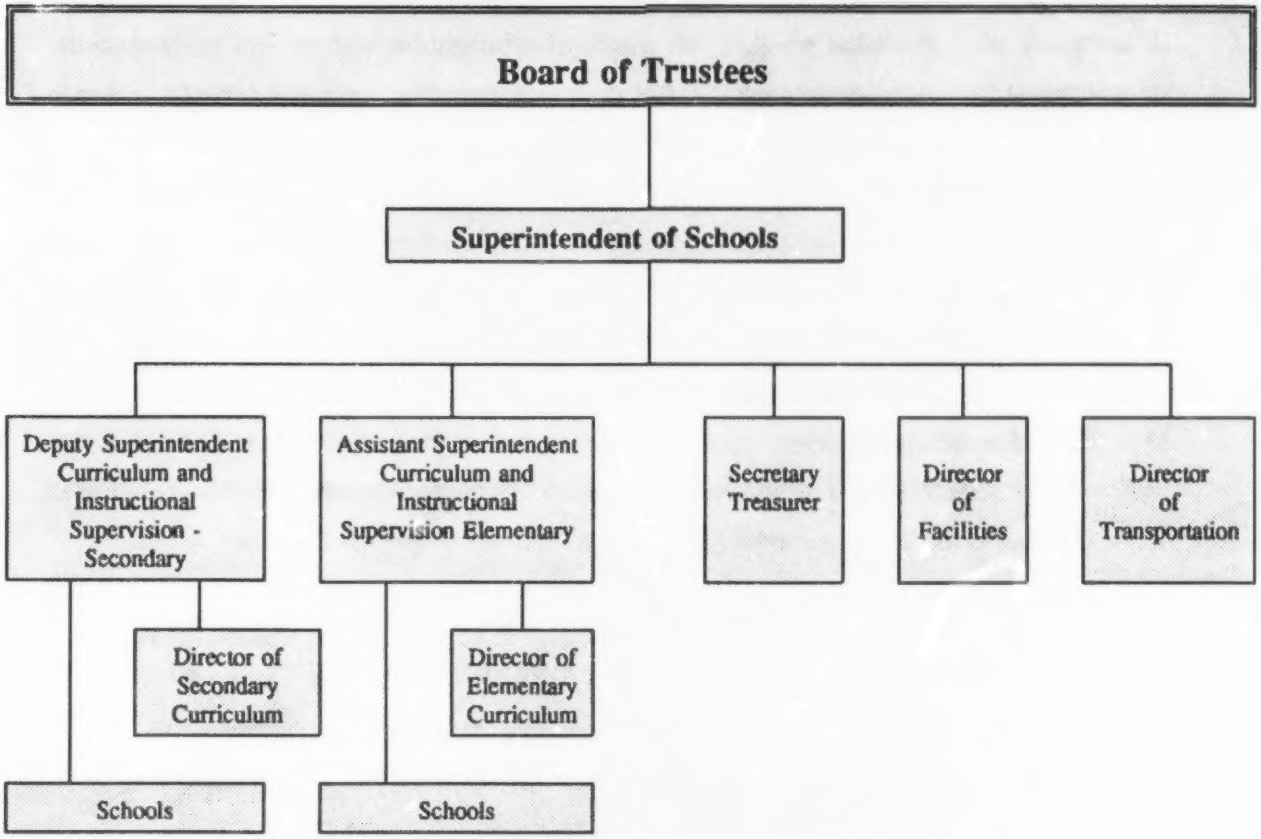
Unfortunately, the fast-tracking of integration caused it to occur simultaneously with the budgeting cycle. For some principals, their first real awareness of the impact of integration occurred during budget meetings held in April when they realized that the EMH and TMH classrooms would be eliminated at the end of June. There arose at this point, then, the belief among some people, that integration was a cost-cutting measure. The senior administrators put together the Integration Plan, seconded a staff member to act as coordinator and set up a steering committee. Major activities occurred between April 28, 1987 and the end of the school year.

The Superintendent maintained an ongoing dialogue with the trustees and provided them with speakers and videotapes on the topic of integration. The coordinator began a series of meetings with special education teachers, principals and school staff to clarify the direction of the division, present the Integration Plan, provide orientation, receive feedback and respond to concerns. The goals of integration were crafted and circulated in draft form for information. They read as follows:

> Goals of integration will be to provide for continuity of successful learning experiences based on individual developmental needs of all students within the following guidelines:
>
> 1. Placement shall be age appropriate, and within the student's own attendance area.
> 2. Within the limits of allocated staff time, maximal integration shall take place.
> 3. Students shall be given the opportunity to participate in all aspects of school life.
> 4. All students will be members of a regular homeroom with the support to meet their individual needs being provided through the classroom. This support may include modification of the curriculum within or outside the regular homeroom. (undated)

The responsibilities of the homeroom teacher, special needs teacher and school administrators were still to be developed. Inservice activities were provided for administrators, special education teachers and rehabilitative aides. Meetings were held with community groups including parents of special needs students, other parents, Alberta Family and Social Services, Family and Community Support Services, Mental Health Services, a parent group from Integration Action and members of the medical profession.

The vision for the new organization chart appeared as follows:


Board of Trustees
Superintendent of Schools
Deputy Superintendent Curriculum and Instructional Supervision - Secondary
Assistant Superintendent Curriculum and Instructional Supervision Elementary
Secretary Treasurer
Director of Facilities
Director of Transportation
Director of Secondary Curriculum
Director of Elementary Curriculum
Schools
Schools

The former Supervisor of Early Childhood Education became Superintendent.

Personnel and Supervision were divided equally between them. The new Assistant Superintendent took with her the portfolios of Early Childhood and Native Education. Curriculum and Program were split into two positions at the Director level, and Student Services was disbanded. The contracts for Supervisor of Special Education, Educational Psychologist and Speech Therapy Liaison were not renewed. In future, psychological assessment services would be available through external community resources or from a contracted psychologist but the division would no longer support separate special education services at the Central Office level.

Meetings, discussion, feedback and more discussion took place across the division and a flurry of memos ensued. By May 28, 1987, suggestions were being advanced to principals by the coordinator on how to facilitate students' transition to regular classroom settings from segregated ones. However, it was still not clear what a working model of integration would look like. Parent meetings were set up in early June in various centres throughout the division for both parents of special needs students and parents of regular students. By June 17, 1987, the Superintendent was writing to all principals asking them to present the philosophy of integration and its model for implementation to all school-based staff through an inservice activity. Suggested for inclusion were the following topics:

1. The philosophy of integration;
2. The benefits of integration;
3. "Guidelines" of integration within Yellowhead;
4. The importance of facilitating relationships and friendships and implications for post school life;
5. A model of integration - "A day in the school life of (student name)";
6. Parental involvement; and
7. Roles and responsibilities.

Many of these topics were still in a developmental phase. There was no record of an actual model; instead, attached were suggestions from consultation with relevant school personnel that detailed what integration "is" or "isn't." Suggestions included:

**INTEGRATION IS:**

- participating members of a regular classroom
- meeting individual needs (adapting curricula and materials)
- same right to participate in all aspects of school life
- age appropriate placement with peers in a regular classroom within own community
- doing the best of one's ability
- having support when needed
- making friends
- having normative expectations of all students
- providing opportunities for success

**INTEGRATION ISN'T:**

- sitting at the back of the room all day (in isolation)
- one to one assistance all day
- dumping (without support)
- evaluating students as if they were not handicapped
- having the same expectations for all students
- grouping by disability
- interfering with friendships

## *Year Two: 1987-88*

It was preferred by senior administration that the concept of integration evolve naturally in the division with policy following to formalize practice. As a result, a policy on integration would not be developed until 1990. In the meantime, the schools advanced toward the goal of integration on a broken front with regular monitoring by Central Office staff. Some of the schools moved ahead quickly, others lagged behind. The Superintendent viewed it as a year of trial and error.

In September, segregated students were integrated into regular classrooms. The emphasis for the first three months was on the socialization of these children into their new settings and the development of friendships and relationships was stressed. Central Office staff encouraged the provision of assistance to meet the needs of all children and they focused on teaching strategies, curriculum modification and development of an IEP model to replace the old Special Education IPP. Inservice was provided at the division level and at the school level, and teacher support groups developed. Central Office staff provided intensive remedial assistance to teachers and in retrospect remembered it as a year of putting out brushfires. It was exhausting. As the Superintendent reported at a November 1990 professional meeting, as the anxiety level of school-based staff rose, Central Office staff found themselves constantly reassuring them that the following facts were "OK":

> We recognize the significance of this paradigm shift.
>
> We recognize that it will take time (three to five years or more) to become comfortable with integration.
>
> We recognize that schools are at different comfort levels.

We recognize that schools will implement this philosophy at different rates and using different approaches.

We recognize the legitimacy of different classroom support models.

In October 1987, a directive was sent to all schools indicating that students in modified programs would be exempt from writing achievement and diploma exams. It would be essential for the evaluation methods used for these students to be clearly outlined in the students' IEPs, as well as the modification that led to exemption. The Coordinator of the Integration Plan developed a booklet outlining, with models and examples, IEP expectations.

In April 1988, the two new Directors of Curriculum requested that all principals prepare a video interview to tell their "Integration Story" for presentation to the Board of Trustees and school staff because, as they said, "Integration has been a hot topic." Three questions to be covered were:

1. What are the positive aspects of integration?
2. What are the areas of concern?
3. If you had the power to set division goals, what steps would you take re: integration?

An analysis of the integration stories revealed that the most frequently cited positive aspects of integration (in decreasing order of frequency) included:

1. Socialization of the special needs students.
2. Attitudinal/behavioral changes toward education by the special needs students.
3. Increased acceptance of the special needs students.

There were 47 positive aspects in total.

The most frequently cited areas of concern (in decreasing order of frequency) included:

1. The need for more support, more inservice or more release time.
2. The need for more time for students, for the program or for collaboration.
3. A concern about the quality of education being provided for both the special needs and regular students.
4. A concern about the psychological impact of integration on special needs students.
5. A concern that the mandate for integration had been both imposed and rushed.

There were 88 areas of concern in total. The Superintendent reported these results at a May 12, 1988 professional meeting. Only three key concerns were reported at that meeting: 1, 2 and 5 above.

The responses to the third question were similar to those in the areas of concern section so were added to that analysis. The remaining few responses divided into two equal groups, one favoring segregation and the other favoring integration. The Superintendent found only one commonality among school reports and that related to what was not mentioned rather than what was. He commented that no school had mentioned that integration was not a sound educational direction to pursue. However, that is not to say that there were not issues surrounding its practice. Two responses from staff are notable in that they indicated a future intent to return to more segregated practices.

In the spring of Year Two, the Board of Trustees passed Policy 3004 Student Evaluation, which read:

> **Because individuals develop at unique rates through interaction with the environment, the Board believes that student evaluation should be an integral and continuous part of the teaching process designed to determine what a student knows and can do in all areas of development relative to his/her education.**

Of particular relevance to special needs students were the following three procedures:

2. The teacher shall provide success-oriented experiences that allow students to progress continuously and develop a positive self-concept and a positive attitude toward learning. In making program decisions about students, the following factors shall be considered:

   - academic achievement and ability
   - history of previous retentions
   - social and emotional makeup
   - age
   - student's attitude (child's incentive to make a personal commitment to try)
   - parental attitude and support

   The following factors may be considered:

   - physical and mental maturity
   - attendance
   - family context
   - medical history
   - recommendations from outside agencies

2.2 Sometimes students require services offered by agencies outside the school. These services might include psychological testing, speech and language services or outside consultation. Where these services require expenditures of additional funds, the following procedures shall apply:

a) the teacher shall refer the need of the child to the principal.
b) the principal shall contact the appropriate Director of Curriculum.
c) the principal shall ensure that all the resources of the school have been employed.
d) the principal shall ensure that parental consent has been obtained.

3.6 Students working on an individual education plan shall be evaluated on the basis of that plan and progress shall be reported in a manner reflecting the modification of the program and discussed with parents at appropriate intervals.

The complete policy is provided in Appendix I.

## *Year Three: 1988-89*

In retrospect, this year was seen by the Superintendent as a year of adjustment and refinement. Ongoing support, inservice and monitoring were provided by Central Office staff. Administrators at the school level were seen to assume greater ownership of the integration concept. They began to tackle specific issues such as developing a classroom support model, clarification of the IEP process and involvement of stakeholders.

With the demise of the Special Education Department and the move to external resources for special needs testing and support, senior administrators noted a significant decrease in the number of referrals and requests for assistance. They indicated that in the transition to community services, a couple of hearing impaired students were not well served because the local health units were unable to handle all the requests for speech and hearing services. It must be noted that this was the year that provincial funding for speech and hearing moved from Alberta Education to Alberta Health so a transition was occurring at two levels simultaneously.

In the spring of Year Three, the Board of Trustees passed Policy 3007 Standardized Testing, which read:

> The Board of Trustees of Yellowhead School Division supports the administration of standardized tests to students providing the use and interpretation of these tests is educationally sound and developmentally appropriate for each student.

Of particular relevance to special needs students were the following guidelines:

1 All students in Yellowhead School Division will participate in achievement testing and diploma examinations as prescribed by Alberta Education. Individual students may be exempted from these tests if their school program has been modified to meet their individual needs.

3 Referrals for psychoeducational assessment of a child will be made by the classroom teacher, in consultation with the classroom support teacher and the principal, to the Director(s) of Curriculum.

4 Psychoeducational tests will only be administered when the information provided by such tests is necessary to provide assistance to schools in developing programs to meet the needs of an individual student, and only after schools have attempted to provide for an individual student using school-based expertise and personnel.

5 Other diagnostic tests may be administered to individual students by school-based personnel for the purpose of securing information which will assist in developing an appropriate program for that student.

The following procedures were also relevant:

3.1 Referrals for psychoeducational assessment will be submitted using the revised Yellowhead School Division Referral Form.

3.2 All referrals must be signed by the parent or guardian after approval for testing has been gained from Education Services Centre staff.

3.3 Approval for psychoeducational assessment shall be the responsibility of appropriate Education Services Centre staff.

4.1 A copy of all psychoeducational assessment results shall be kept in the student's file at the school and in the records at the Education Services Centre and shall be treated as confidential information.

4.2 Results of these assessments shall be shared with and explained:
a) to the parents, if a student is younger than 16 years of age.
b) to the parents and/or the student, if a student is 16 years of age or older.

5.1 Information gained from standardized tests administered by classroom support teachers shall be kept on file at the school.

5.2 Results shall be shared with and interpreted to parents upon request by parents.

The complete policy is provided in Appendix I.

## *Year Four: 1989-90*

Looking back, the Superintendent saw this year as one of evaluation and alignment. During Year Four, integration audits were conducted in all schools in the Yellowhead School Division. The process involved an analysis of integration at the school level by staff members followed by a meeting with Central Office staff. The responses and comments of Central Office staff were appended to the report. The topics covered by the audit included:

1. A description of the school's delivery system for classroom support.
2. The extent of involvement of specific staff positions in that system.
3. The IEP process.
4. What worked well in the classroom support system.
5. What did not work well in the classroom support system.
6. Recommendations for improvement.

For the most part, the audit[4] revealed that most schools were operating to an extent in accordance with the philosophy of integration. All delivery systems were described in terms of *classroom support* rather than resource room or resource teachers. In most cases the classroom support teachers (CST) were providing assistance both in the classroom and on a pull-out basis although there were at least three exceptions where a segregated system still existed. In one high school, modified programs for junior high students with special needs were available only in a segregated setting. At one ECS-9 school, a CST retained a job description with a focus strictly on students with behavior problems. And at another school, serving ECS-12, a stigmatizing label was used in the audit to refer to students with disabilities.

Collaboration between regular classroom teachers and the CSTs was evident only at the elementary level. Regularly scheduled consultation time was available in only three elementary schools.

Most schools reported role involvement in classroom support of a variety of people including administration, classroom support teachers, regular teachers, aides, counsellors, librarians, catalyst teachers, outside consultants, parents and peers. Many role combinations such as CST/counsellor were reported. In general the schools appeared to have adopted integration to some extent by revising role definitions to accommodate the new terminology. Some concerns were mentioned, however, regarding the use of outside services and the lack of parent involvement.

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[4] Audit information reported here does not include the six case study schools reported in detail in Chapter 5. It reflects information collected on 10 of the 11 schools that were not part of the case study process. No audit appears to have been conducted for one very small rural school that has only two classrooms.

The schools generally described the IEP process in terms of who held the primary responsibility for writing the IEP and what level of parental involvement existed. In general, the CSTs appeared to have the primary responsibility for writing the IEP and they delivered the modified programs more frequently than the regular classroom teachers. Parents more often than not were given the opportunity to be involved in the process and were required to sign the IEP. In the case of at least two elementary schools, however, parents were not involved at all.

Although all schools gave examples of what was working well, it is interesting to note that the schools with formal consultation arrangements most often mentioned the things that were working well, including the benefits to students from not being stigmatized and the benefits to teachers derived from collaboration.

A variety of problems were identified as well. They most frequently involved students with behavior disorders that teachers felt they were not trained to deal with, or inadequate service from outside consultants.

Recommendations advanced by Central Office staff tended to be specific to the needs of the individual school programs and varied from criticism to encouragement to suggestions of concrete actions to resolve issues. However, more effective staffing arrangements were suggested in two instances and two schools were questioned regarding their compliance with the division's basic philosophy of integration.

In a report to the Board that summarized the audit, trustees asked if the type or level of classroom support was a school choice or if it was imposed by Central Office and were told it was a matter of school choice. They also asked senior administration if there were still teachers who preferred a pull-out approach and the response was "one or two teachers." It was reported that the concept of integration was well accepted across the division and that there were many resource people available who had the skills and commitment to help others succeed.

All schools in the division are evaluated by an external team of experts every five years. Evaluations after this date had the status of integration included as a component of the school evaluation.

In November 1990, the Superintendent reported at a professional meeting in Edmonton that:

1. Today, there is almost complete adherence to the four guiding principles by all schools.
2. All schools are supportive of the notion of integration as a sound educational direction.
3. There are many individual and collective success stories of individuals who have succeeded because of integration.
4. We still have a long way to go in our system but we are going and I believe we are going in the right direction.

### *Year Five: 1990-91*

In September of Year Five, the Board of Trustees approved Policy 3033 Inclusive Education. This policy replaced Policy 3022 Special Education, and as planned, it reflected changing practice in the division over a four-year span. It looked at inclusion of all children rather than singling out a specific component of the spectrum of abilities. It read:

> The Board of the Yellowhead School Division believes that all children have the right to a quality education; an education that shall provide a sense of belonging and acceptance in the school community and which will lead to personal growth, development and success of the individual child.

and included the following guidelines:

1. All students will receive their education in an age appropriate setting, and within the students' own attendance area.
2. All students shall be given the opportunities to successfully participate in all aspects of school life.

3. All students shall be fully participating members of a regular classroom with programs in place which best meet their educational needs within the classroom context.

4. Learning experiences provided for students will be developmentally and age appropriate.

5. The classroom teacher is responsible for all students in his/her classroom.

6. School policy on classroom support shall reflect division policy and the specific circumstances of that school and will be directed toward providing assistance to the classroom teacher and to individual students.

7. Additional assistance may be provided through division and external consultants.

8. Parents shall be given opportunities and be encouraged to participate in their child's education.

Specific procedures that related to children with special needs included:

3.1 Individualized education plans shall be developed to accommodate students in the regular classroom whose needs cannot be met through instruction in the prescribed Program of Studies for that grade level.

3.2 An appropriate IEP will consider all aspects of a child's development.

3.3 The emphasis of any IEP shall be on modification of the regular Program of Studies rather than on the development of an exclusive and separate program.

3.4 Specific objectives of a child's individualized program may be supplemented by programming outside of the regular classroom when this environment addresses additional needs of that child (e.g. community-based instruction).

3.5 Parents shall be invited to participate in the development of their child's individualized program and their written approval must be obtained prior to implementation of the program.

7.1 Further support may be accessed by a referral to the Director(s) of Curriculum when the needs of the student or teacher exceed the available resources within the school.

The complete policy is provided in Appendix 1.

As Year Five wound to a close, Central Office and some school-based staff became more and more engrossed in their plans to run a summer academy on integration. It would be an opportunity to share experiences with interested educators both inside and outside the division and to chart strategies for the future.

After five years the Superintendent knew that he had still not arrived at a smoothly functioning system for integration but he also knew that in many cases he was tackling people's belief systems and that attitudes were difficult to change. He felt that enough progress had been made across the division to support his unflagging optimism. Despite the problems and challenges he and his staff had faced, they did not wish to return to where they had been before 1986, and overall they felt that success was building.

## Other Service Areas

A number of other service areas experienced change as a result of integration including governance, human resources, facilities, transportation and finance. Each is explored briefly below. Information from interviews with trustees and personnel was in some cases supported by documentation on file with the division.

### *1 Governance*

Three trustees who had been on the Board for between five and 17 years were interviewed about the integration process.

When asked what the role of the Board was in the development, implementation and monitoring of the integration policy, trustees responded that they had thought about the concept for a long time and had been willing to try it. Being a rural Board, it seemed that acceptance, cooperation and open-mindedness were values that were reflected in the community. However, not everyone on the Board agreed with integration and there was a lot of discussion. They were provided with research findings and input from the Superintendent and a number of parents. They had some apprehension at the beginning of the change process, however, and some still remained. They heard of individual cases where testing or consultation had been required and where parents had been dissatisfied with the outcome. They also had a concern about the burden placed on those teachers who might be less able to cope than others. They felt that although in theory integration was the way of the future, after five years they were still breaking new ground and were working with some staff members who still did not accept the philosophy.

In response to a question about governance issues that had emerged relative to children with special needs, two of the three trustees could cite specific instances where confrontation had occurred with individual parents over the issues of aide assignment and placement.

When asked to comment on the change process itself, two of the trustees indicated that it had been a learning process for them -- that starting at the grassroots was a more effective way to implement change. The use of pilot projects might have been a less threatening way to explore the concept. Communications could have been improved in the initial stages. The third trustee commented that education was always re-inventing the wheel and that evaluation did not occur frequently enough or soon enough to make a difference.

The trustees were asked if the division had achieved its goal of integration and two of the three replied that it had. The third felt that the process had only begun and until each child was recognized for his individual differences the goal of integration would not be achieved.

When asked if anything about the integration process had surprised them, each of the trustees had a response. One said that it was a surprise that integration was breaking new ground when to them it seemed like the natural thing to do. The second was surprised at the positive impact it had had on children's attitudes toward those with disabilities. Their acceptance of each other was seen as the greatest benefit of all. The third trustee was disappointed that more had not been done for students who were on the borderline.

Unresolved issues identified included:

1. Acceptance was still an issue in some quarters.
2. Use of pull-out as an alternative was still an issue.
3. Use of external/contract consultants might not be adequate.
4. Borderline students did not always appear to be receiving services.
5. Impact of integration on regular students had not been measured.
6. Impact on contract negotiations with teachers had yet to be determined.

The impacts of integration the trustees had been able to identify in the community were limited to increased awareness of the disabled community.

Finally, trustees commented that they tried to live the policy of integration, that they had no regrets in their decision and that they would have trouble now convincing everyone to go back to the old way. One trustee advanced some advice for other school jurisdictions who might be looking at integration, as follows:

1. Believe in integration yourself or don't do it at all because it won't work unless you do.
2. Look at the human side of things. These children are someone else's brother, sister or child.
3. Don't let integration become trendy.
4. Do what you think is right. It's a question of belief.

## *2 Human Resources*

The issue of human resource management was discussed with the senior administrative staff at Central Office in their interviews. The topics of recruitment, deployment, evaluation and inservice for special needs were explored. Once the division had focused on integration, recruitment criteria were changed so that applicants with pertinent backgrounds or a demonstrated interest in integration had priority in the selection process. Teachers new to the division, who were interviewed in the case study process for this report, were asked if the topic of integration had arisen in their selection interview and several teachers could recall that it had. A few went on to comment, however, that they did not always realize what the implications of integration would be in their classroom.

In Year Two, when the special needs classrooms were closed, the staff positions of counsellor, resource room teacher and special education teacher were combined into a classroom support allocation and were deployed among the schools on a per capita basis. From that time onward it would be the decision of school administrators as to how the allocation was deployed. All Student Service salaries were moved into the general staff budget.

The funding for aides was also moved into the general staff budget and allocated on a per capita basis but the results were not satisfactory. Subsequently, the process was changed to a formula of one aide per 25 teachers with additional aide time being assigned on the basis of a multiplier differentiated by school level, with elementary schools receiving the most hours. When the schools presented their integration stories in 1988, aide time was still an issue because the formula did not address the abnormal incidence of special needs that occurred in some schools. As a result, in Year Three, a minimal additional supplement was available through what was called equity aide time. It had a differentiated scale according to disability so that the more severe the disability, the more additional aide time was available.

Each year the school principals received a letter from Central Office that clearly outlined their allocations for classroom support and aide time. The factor that could not be planned for in advance was when a child with special needs transferred into the division in the fall with no warning. Another perceived problem related to support for children who were behavior disordered. Additional support had to be determined on a case-by-case basis.

**Table 4**
**Tracking of Special Education Teachers, 1985-1991**

| Type | Same School | Transfer | Promotion | Resigned/ Moved Out of District | Retired | Leave of Absence |
|---|---|---|---|---|---|---|
| Alternate (n=7) | 4 | - | 1 | 2 | - | - |
| Counsellor (n=16) | 2 | 3 | 2 | 5 | 4 | - |
| Resource Room (n=17) | 5 | 5 | - | 4 | 3 | - |
| Resource Room (FRIM) (n=2) | - | - | - | 2 | - | - |
| Special Needs (EMH) (n=6) | 1 | 1 | - | 3 | - | 1 |
| Special Needs (TMH) (n=2) | - | - | - | 1 | - | 1 |
| TOTAL (n=50)<br>(f.t.e = 29.74) | 12 | 9 | 3 | 17 | 7 | 2 |
| % | 24% | 18% | 6% | 34% | 14% | 4% |

An analysis of staff movement from before Year One to the end of Year Five was conducted to determine what had happened to former Student Services staff (see Table 4). Although it is not possible to compare staff movement with the previous six-year period, it can be seen from this analysis that of the special education teachers who were in the division in 1985, only 48% remained after five years and of those only half were still in the same school.

With the demise of Student Services and the change in the organizational structure of the division, the evaluation of classroom support teachers occurred at the school level with some input from the appropriate Deputy/Assistant Superintendent. There was considerable turnover in the role of CST, if the information collected in the case studies is any indication. As the role clarified and programs stabilized, it appeared that turnover tended to decrease, but no division-wide figures were available to verify this observation.

Inservice was provided by Central Office throughout the study period. Table 5 is an overview of inservice activities provided by Central Office between 1986/87 and 1990/91.

**Table 5**
**Number of Inservice Activities on Integration By Year, 1986/87-1990/91**

| Activity Type | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| Division-wide | | 2 | 2 | 4 | 2 |
| For teachers by Grade Level: | | | | | |
| ECS | | | 3 | | |
| Elementary | | | 1 | 1 | 1 |
| Junior High | | | | 1 | |
| Senior High | | | | | |
| For Individual Zones | | | | 3 | |
| For Individual Schools | 1 | 1 | 1 | 4 | 3 |
| For Trustees | | | 1 | | |
| For Principals | 1 | | | | |
| For CSTs | 1 | 1 | 3 | 2 | 3 |
| For Aides | 1 | | | 1 | 1 |
| TOTAL | 4 | 4 | 11 | 16 | 10 |

It can be seen that although principals were considered important to the development of the integration process, they were provided with limited inservice. Senior high school teachers were not provided with any specific inservice on integration.

In addition, in Year Three $25 per teacher was allotted to each school for school-based inservice. This changed in Year Five to an allotment of $2 per student.

Another type of inservice that evolved during the developmental phase of the integration process was a pilot project run by two professors at the University of Lethbridge. Called BATPIG, it involved a teacher-led approach to professional development with support groups set up in the division. In their case study interviews, teachers responded positively to this self-directed approach to inservice.

### *3 Facilities*

The Director of Facilities of the Yellowhead School Division was interviewed to discuss the planning process and facility changes that had occurred as a result of integration.

The division took a two-pronged approach to facility change. In the first place, renovations were made to schools on a needs basis. Thus when a student required a wheelchair ramp or special washroom facilities, they were installed. Some labs were remodelled for students in wheelchairs by building small ramps for access to high counter tops. One two-storey school required a stair-rail lift for access to the second floor. Some of the retro-fits were challenging because of narrow hallways or difficult elevation increases, but in all cases where a need was defined, the division was able to accommodate it.

The second approach was to upgrade facilities to accommodate disabled access and use during routine renovations. All schools are renovated on a regular and rotating basis.

Overall, the division spent $60,000 during the first five years on renovations for special needs students. It should be noted that the division was always responsive to special needs, and costs for the many other renovations made before the official onset of the integration process are not reflected in the above figure. It is not certain that the $60,000 could be directly linked with integration as these renovations might have occurred anyway.

The new building code required all new buildings to be fitted for disabled access and use so that in the future any building Yellowhead might undertake would automatically provide the necessary facilities.

### *4 Transportation*

The Director of Transportation of the Yellowhead School Division was interviewed to discuss the integration process as it related to the provision of appropriate transportation for children with special needs.

Before integration, busing for students with severe needs was provided by the local Association for the Developmentally Handicapped. During Year Three the division met with parents of the relevant students and discussed a plan to take over this responsibility. Initially a number of parents were not comfortable with the suggestion but they were able to reach agreement. Subsequently, all students with special needs were transported on regular school buses with regular students. Only one bus had to be fitted for wheelchair access. The drivers were initially apprehensive but soon found that the children with special needs loved riding the school bus with the others. They were provided with some inservice and in certain cases the Director set up meetings between a student's parents, the driver and himself to ensure that all needs were being met.

In one case a student's parents could not reach agreement over the service and removed the child from the bus. In another case, because of difficult terrain, service had to be contracted out to a four-wheel drive vehicle. However, two students with spina bifida were accommodated through the use of a sling.

The Director indicated that transportation of disabled students was a major issue in the United States. From his contact with colleagues there, he was able to identify some emerging issues that have not yet arisen as needs here:

1. Transportation of students who require tracheal tubes or oxygen bottles.
2. Transportation of companion dogs.
3. Lack of guidelines for the use of contour seats or slings.
4. Need for an aide on a bus to accompany a child.

## *5 Finance*

An interview was conducted with the Secretary Treasurer of the Yellowhead School Division to discover the impact of integration on fiscal resources. Until the end of Year One, there was a separate budget for Student Services that included the salaries for the Student Services staff at Central Office along with 50% of the salaries of all special education teachers. Historically, the division had spent 1.7 times the special education grants they received on meeting special needs. Subsequent to integration, funding levels continued at a similar level but tracking became more difficult.

In Year Two, as integration began, increased support was provided for aides. Four Central Office salaries for Student Services were deleted, the two new Directors of Curriculum added, and the remainder combined with the general staff budget resulting in a slight decline in the pupil-teacher ratio. At the end of Year Three all Special Education funds were combined with the general staff budget and then apportioned to the schools by a formula. However, as support was deemed inadequate, the division added equity aide time to provide additional aide support to address the needs of students with multiple handicaps. This amounted to $40,000 to $50,000 in additional funding obtained that year through a provincial grant.

In Years Four and Five, the division applied again for the equity aide funding, but did not receive it for either year as the number of disabled students who were identifiable was lower than the provincial average. However, the division picked up these costs and continued to provide the additional support out of general revenues.

Table 6 shows expenditure and revenue patterns over the study period.

**Table 6**
**Yellowhead School Division No. 12 Revenue and Expenses 1985-1990/91 With Total Instruction and Special Education Costs Highlighted**

| | Year Five BUDGET 1990-91 | Year Four ACTUAL 1989-90 | Year Three ACTUAL 1988-89 | Year Two ACTUAL 1987-88 | Year One ACTUAL 1986-87 | Pre-Study ACTUAL 1985 |
|---|---|---|---|---|---|---|
| Total Revenue | 27,411,100 | 25,538,142 | 23,616,704 | 22,684,516 | 23,129,405 | 20,960,390 |
| Total Expenses | 27,111,100 | 25,454,478 | 24,216,664 | 22,512,483 | 22,982,781 | 21,119,508 |
| Total Instruction | 17,350,800 | 16,228,231 | 15,220,278 | 13,846,645 | 13,721,017 | 13,204,633 |
| Special Education | 477,700 | 409,161 | 1,770,015 | 1,656,138 | 1,691,433 | 1,394,380 |

In Years Four and Five, the Special Education budget supported an early intervention program, contracted consulting services, equity aides and three special placements outside the division, but did not include the direct costs associated with integration, which had been moved instead to the Instruction Budget line.

The main financial problem identified by the Secretary Treasurer was the difficulty in counting students with special needs. No one beyond the school level, and even sometimes within the school, was able to identify how many students there were with learning disabilities who might have been candidates for the old resource rooms. Students with multiple handicaps were known to the division because of the need for aide allotment, but the total number was below the provincial average so additional funding could not be obtained.

Overall, with the return of the special education positions to general staffing, the pupil-teacher ratio decreased slightly. But the Secretary Treasurer was unable to calculate the cost per student in any meaningful way because most of the students were not identified. There was no way to account for what would formerly have been termed special education activities. In general, however, the financial commitment to special education in the division was found to have been constant over time, with the exception of the additional equity aide funding of $40,000 to $50,000, but was now recorded differently.

Chapter 4 has traced the development of integration in Yellowhead from the perspective of Central Office staff and the Board of Trustees. It described the organization of the Special Education Department before integration, provided a chronology of events related to integration from the 1986-87 school year to the 1990-91 school year, and examined changes related to integration in other administrative areas including governance, human resources, facilities, transportation and finance.

Based on the chronology of events reported here, the following conclusions can be drawn:

1. This change was a top-down decision. The negative response from the grassroots was exacerbated by the suddenness and completeness of the change without forewarning or an effective transition period.

2. There was no clear model in mind nor a clearly outlined policy to guide implementation of the concept. As a result, a great deal of energy was expended in developing definitions and procedures "on the run." Lack of clarity in the minds of teachers and administrators added to their anxiety.

3. The majority of division attention was focused at the elementary level. As a result, high school teachers received little or no inservice and the classroom support model was even less clear there than it was initially at the elementary level.

4. The implementation of the integration policy resulted in significant relocation of staff. However, five years is a long time. There was no way of determining how many staff would have stayed if the policy had not been implemented.

5. Facility renovations were not significant to accommodate the integration policy. Only $60,000 was attributed to policy-related change over the past five years but might have occurred anyway if the students had been registered in the division.

6. Transportation for special needs children was provided in most cases. However, there are issues that may need to be addressed in future if children with certain needs register in the division.

7. Despite the fact that there could never be "enough" resources in schools, there was no evidence to suggest that implementation of the integration policy was under-resourced. In fact, the division was actually carrying $40,000-$50,000 additional costs per year to cover additional aide time. Support for professional development was considerable. The removal of the Special Education Department resulted in a slightly lower pupil-teacher ratio.

8. Overall, staff at Central Office were deeply committed to the concept of integration and they were supported by a majority of trustees.

# Chapter 5 Case Studies

Following are case studies that describe the integration process in six different schools in the Yellowhead School Division. The names of the schools have been changed by a random process and the contents of each case have been approved by the principal of the school involved. The information presented here is based on interviews with teachers, aides and administrators, on classroom observation and on a review of school-based files and documentation relating to the integration process. Following the cases, a cross case analysis is provided along with comments on themes that emerged.

## Case Study 1

### Odin School

*Valentine's Day at Odin School. Kids are lined up early, eager to get inside. The office is buzzing - kids with valentines for staff, kids with chocolate hearts, kids who have to phone home for the valentines they forgot. A teacher's birthday. Did you know? Suddenly there are four teachers on the PA system doing a rendition of Happy Birthday as the New Kids on the Block. In the staff room, Secret Pals have been at work. Presents in the mail boxes evoke a hilarious response. The bell rings. Children troop in. Slowly the school subsides into a regular day.*

### Year One: A New School Population

Before Year One, Odin School was an upper elementary school serving Grades 4 to 6 students only. In Year One, as integration began to be implemented in the division, special needs classes that had been held in a rural school about 40 kilometres out of town were moved into Odin school. As a result, in that year there were two "Limited Enrolment" classrooms in the school.

One class had 11 students: three classified as Trainable Mentally Handicapped (TMH) and eight as Educable Mentally Handicapped (EMH). The full-time teacher had special education training. She had the services of a teacher's aide for five hours per day and a work experience student for two hours per day.

The other class, for Severely Learning Disabled (SLD) students, had 14 students ranging in age from nine to 12 years. Most of these students were experiencing academic problems in the regular program and some were classified as EMH. The teacher had the service of a teacher aide for three hours per day.

In addition, the school had a resource room with a half-time teacher allocated to provide service to 19 students. She operated a pull-out program and provided remedial assistance in reading and written language as well as occasional assistance in math. Students attended the resource room everyday and were cross-graded in groups ranging from Grades 2 to 7.

In the evaluation of Odin School, which was conducted in the spring of Year One by a team of 12 educators, it was recommended that a process be developed to include parents in the development of Individual Education Plans (IEPs) and that they should be dated and signed by the parents. Another recommendation was to reassign the two special needs teacher aides to the regular classroom where special needs students were integrated. At that time, communication between parents of special needs children and administration was identified as an area for improvement since it was felt that the special needs program was not a high enough priority. Special needs children were integrated into noon hour activities and music but it was felt that further integration was required.

## Year Two: Letting Go

At the end of Year One, plans were made to disperse the students in the limited enrolment classrooms to age appropriate settings. As a result, the three TMH students went to the local high school, the eight EMH students went to the junior high and the SLD students were placed in appropriate grades in Odin.

One of the former limited enrolment teachers joined the resource room teacher in the resource room; the other limited enrolment teacher took a regular class.

At this point, integration was in a transition phase. The resource room teacher continued to pull students out of the classroom for intensive help, and the other teacher worked with special needs students on a full-time basis.

This was the year that had the most impact on special education staff. They saw some former students now integrated into the regular classroom who were learning without their help -- their learning might be delayed, but they were experiencing growth. This involved a release of control that had to be resolved by the resource room staff who saw themselves as experts. At the same time they quickly became aware that even a pull-out program was no longer adequate. Too many children required assistance and the two teachers could not handle the demand. It was obvious that further change was required.

In February of Year Two, Odin School moved to total integration with classroom support provided by the former resource room teachers. They divided the workload in half and each supported half the teachers, providing services in class to a broader range of students. It was not an easy time for staff. There was a lot of anxiety on the part of teachers as they came to grips with their changing roles. As the principal said, "It was not all peaches and cream," because people were not sure how it would work. There was negativity and resistance among the staff members of the school. The main reason for their antagonism related to the feeling that they had not been consulted by Central Office when the integration policy had been developed. In addition, they were afraid of the unknown problems they felt lay ahead. But they felt fatalistic, there was nothing else to be done -- they simply had to look at children's needs and work accordingly.

## Year Three: Policy Development

The next year the resource room teacher took a study leave and went back to university. She felt she had become reliant on test results, on specialization, on labels. In the old system there had been a specialist for everything yet nothing ever seemed fixed. She felt that she needed to get away from these old ways of thinking to look at other paradigms. She had a lot of unanswered questions.

During this year the replacement resource room teacher, the former limited enrolment teacher, the principal, the assistant principal and the counsellor formed a committee to draft a school policy on integration. They visited H.R. Fox School, which appeared to be about six months ahead of Odin on the integration track, and took a look at their integration policy.

The committee worked for three months on the policy and then presented it to staff for feedback and revision. What emerged was a document on classroom support at Odin School. It outlined the reasons why the former pull-out system was no longer working. These included:

1. Large numbers of students were functioning below grade level and were spread fairly evenly across classrooms and grades (approximately seven students per classroom were identified) putting a lot of pressure on both the classroom teacher, who must modify programs, and on the support teacher, who must test individuals and design special programs.
2. There was no time for the two teachers to conference with each other.
3. Students were frequently expected to complete two programs instead of one and continuity was lost when the students were away from the classroom.
4. Scheduling was difficult, particularly with regard to optimizing the services of the teacher aides.

The committee recommended a classroom support model with the following guidelines:

1. All students would participate in regular classroom and curriculum activities. Modifications would be made to maximize individual student success.
2. A classroom support team would consist of the classroom support teacher, the classroom teacher, parents and administration. The team would determine what program modifications were required. If the services of a consultant were used, that person would be a member of the team. The team would meet to review student progress and to update Individual Education Plans (IEPs).
3. Students could be pulled out of the regular classroom setting for limited periods to help them achieve in-class success.
4. IEPs would be developed for all students requiring program modifications. They would be developed by the classroom support teacher in consultation with the team. The parents would sign the IEP to indicate their approval of the program modifications.
5. Teachers, parents or administration could request classroom support services. If the request was made by a teacher, she must complete the

> classroom support services referral form. The classroom support teacher would discuss the referral with the referring teacher and principal and if support was deemed appropriate, the classroom support teacher would make observations, conduct appropriate assessment and recommend required materials.

The document continued by outlining duties and responsibilities of the classroom teacher, the classroom support teacher, the counsellor, the teacher aides, the teacher-librarian and the administrators.

The model provided some parameters within which integration could function but as it had not been tested, staff had no idea where or if problems would emerge.

At the end of the year the school profile changed. Some of the Grades 4 to 6 were moved out and a French Immersion ECS was planned for the fall as the first step in the division's plan to standardize elementary schools from ECS-6, in this case including a French Immersion stream.

## Year Four: Collaboration

As the need for consultation time had been identified in Year Three, the principal reallocated classroom support time so that a total of 1.53 f.t.e. were designated for classroom support and nearly 0.95 f.t.e. was spread across the staff for consultation time. Each classroom teacher was assigned half an hour per week on top of her regular preparation time to consult with the assigned CST.

The principal had hoped to retain the replacement teacher along with the former resource room teacher returning from study leave but at the last moment, the replacement teacher's husband was transferred out of town. The returning teacher became the full-time CST and the former limited enrolment teacher and a new staff member filled in the other part-time requirement. A CST was available to their assigned classroom teacher three periods per week. The three CSTs met as required to discuss issues surrounding service delivery to students and teachers.

The three part-time teacher aides worked with individuals or small groups of students both in and out of the classroom. At any given time, the school also had between one and three high school students on work experience who were available to provide classroom support. The administration also supported integration by providing classroom support with up to $2000 per year for materials.

Almost all of the classroom assistance provided by the CST was carried out in the regular classroom. During the year, the focus of classroom support continued to broaden so that instead of serving a small number of individuals, the CST worked with the whole class. The CST began to develop inclusive activities that would appeal to the full spectrum of students. She planned lessons and units with the classroom teacher, did team teaching, modelled strategies for classroom teachers, worked with large and small groups in the classroom and developed appropriate materials for the classroom teacher to use with individual students. Almost all of the curricular focus was in language arts and mathematics rather than in the content-oriented subjects like social studies and science. Her fear of being perceived as a type of teacher aide was unfounded as the benefits of collaboration became apparent, not only to herself, but to the classroom teachers.

One of the part-time CSTs generally worked with students in particular skills areas by removing them from class. In addition, she worked with two students with unique life skills needs twice a week. The other part-time CST worked with small groups in the classroom.

The school counsellor, not identified as part of the classroom support team, set up a student helpers group involving Grade 6 students. They provided some peer tutoring for special needs students.

Odin teachers stressed over and over the key role played by the full-time CST in the unfolding of the integration process. At the beginning of the year, she made them aware of the learning problems of the new students in their classes, although when interviewed she stressed that teachers with five or more years experience were quick to identify the learning problems themselves. The CST attended parent-teacher conferences when requested to do so and provided support in the form of ideas, materials and strategies that would work in the classroom. She made them feel that they were not alone when they confronted problems in the classroom.

Teachers also indicated that the school administrators had been very supportive and approachable during the development of integration. They felt that their views were respected, that they had input into decisions and that administration was always willing to give the time to make integration work.

Administrators met every four to five weeks with the CSTs to discuss concerns or issues that had arisen. Parents did not often help in classrooms or work with individuals or small groups in the school, although they did provide some help in the library.

During Year Four, outside consultants were not used by Odin School. Some use was made of agencies such as Alberta Family and Social Services and Canadian Mental Health, but it was felt that services were neither consistent nor easy to obtain.

Students were referred to classroom support for assessment by their classroom teacher. The CSTs assessed the specific needs of the students and in consultation with the classroom teacher, wrote the IEPs. These contained the goals and objectives pertaining to instruction by both the CST and the classroom teacher. As the year progressed, the full-time CST began to train teachers in the development of IEPs. The classroom teachers were nervous about what IEPs entailed and feared more paperwork, but as they worked together they discovered that IEPs were neither frightening nor hard to fill in and that they made up a part of their unit planning. Parents were asked to provide input to, and then sign the IEPs, which were then filed by the CST.

The CSTs did not feel that they were getting much response from parents by sending the IEPs home so resolved to change the process in Year Five.

A division audit on integration in Odin School in March of Year Four identified the following program strengths:

1. Curriculum differentiation.
2. Joint planning.
3. Scheduled consultation time.
4. Focus on range of needs in a classroom.
5. Some pull-out to address specific needs.
6. Building self-esteem with problem students.
7. Collaboration between CSTs and classroom teachers.

Areas identified as needing development included:

1. Classroom support for French Immersion.
2. Accommodating children with severe behavior problems.
3. Obtaining parental support.
4. Classroom support for content related subjects like social studies and science.
5. Inservice on teaching strategies.
6. Modification of class size where severely behavior disordered students were placed.
7. Consultation time for teachers and teacher aides.
8. Modification of the report card to allow better reporting for a student on an IEP.
9. Provision of additional conference space for small groups.

The audit report concluded by commending the staff and administration for their focus and for the initiatives that had been undertaken.

## Year Five: Ownership

In Year Five, the full-time CST felt her role solidify and deepen. She felt like a regular staff member now and enjoyed the collaboration she shared with a variety of teachers. She found it stimulating professionally to work with their differing teaching styles and to be a part of regular classroom activities. Instead of knowing only 24 students, she now knew and worked with over 200.

There was one part-time CST in Year Five. As the French Immersion program was now in ECS and Grade 1, the librarian, who was fluent in French, was assigned as a .3 CST. Most of her time was spent with French Immersion classes. However, without training in special education she tended to take a tutorial role in class. She worked closely with the CST.

The teachers felt more comfortable with their development of the IEPs. This year the parents were invited to the school to be involved in IEP meetings. On the whole, parents appeared to be more understanding and appreciative of what staff were trying to do and staff were pleased with the process. The referral form has been discontinued as consultation was free-flowing in the school and did not require standardization.

Teachers noted that labelling had almost completely vanished from their vocabulary. They commented that they did not hear complaints in the staff room about integration anymore. The principal felt that classroom teachers had now assumed ownership for all the children in their classrooms.

In retrospect, teachers' main concern related to lack of training. While the CSTs visited other schools and had a number of inservice training sessions, classroom teachers were hard pressed to remember any professional development that had focused on integration issues. One teacher commented that they had heard a lot of testimonials but not too much about failures. What they really wanted were strategies to apply in the classroom. They felt that they should have been provided with inservice before the implementation of change in the school, but indicated that this did not occur. A number of teachers cited a division research project under way in Years Four and Five that fostered professional development of a collegial nature. It involved teachers meeting weekly to share ideas and discuss problems related to the classroom. Several members of this group indicated that the process might be useful for staff in a school jurisdiction that was just beginning the integration process. However, only seven staff members belonged to the group; those who did not choose to participate, for whatever reason, felt that they were missing out on needed professional development.

Other resources used by staff in Year Five included Central Office staff, particularly the elementary curriculum specialist and the psychologist on contract with the division. In addition, teachers could arrange for speech therapy through the local health unit. The general feeling seemed to be, however, that although specialists were available if needed, their assistance was required less frequently. As one teacher commented, "If we had known it would work so smoothly, we wouldn't have been so negative," and another said, "We want to make it work -- you have to have that attitude."

## Case Study 2

### Taylor School

*It's 8:15 on a dark, rainy winter morning. Taylor School sits empty at the top of a hill on a stretch of highway. Only the flashing yellow light at the crosswalk marks the presence of a school. But there is one car in the parking lot. Inside the four-room school someone is at work. It's the principal, catching up on paperwork. Suddenly the phone rings and he leaps into action. The roads are treacherous this morning. Are the buses running? Will the teachers make it in? For 40 minutes he fields a barrage of calls. Everything depends on the weather. Finally at 8:57 a school bus slowly inches into the driveway and suddenly the school is full of the sounds of children. The bus driver sits at the arborite table in the outer office, pondering her mug of steaming coffee. Teachers arrive, one by one, with tales of danger, ditches, accidents. The other two buses creep in and by 9:15 routine is restored. The children settle into another day.*

## Year One: The Old Way

Taylor School had a teaching staff of 3.5 f.t.e., a principal who also taught part-time, a secretary/aide and a custodian. ECS to Grade 2 were all in one room. There were about 90 students registered in the school. The school philosophy read as follows:

> We believe that the primary purpose of our school is to assist each child in achieving his/her full potential as an individual as well as a social being. Children need not only their self-discipline and self-respect but respect and tolerance toward others. We believe that this can best be achieved in a warm, supportive environment based on mutual trust and respect.

Before and during Year One, a travelling resource room teacher who served three schools consulted with classroom teachers about students with special needs. She would test students and pull them out for individual instruction, but there was little coordination with the regular classroom teacher. She had identified two children who could benefit from remedial help and two who could benefit from a gifted program and she met with them on a pull-out basis. Teachers were encouraged to ask for advice if a problem existed with a student or if a student demonstrated special talents or needs so that they could plan behavior management strategies or solve conflicts. Close contact with parents was maintained and parent helpers were used for individual reading and spelling help. Appropriate links with professional services or social agencies occurred as needed. Generally, however, the resource room teacher was a first year teacher and the position tended to turn over every year so the program lacked continuity.

## Year Two: The Small School Response

The next year, both gifted students moved away. The two students formerly in the resource room program were progressing well without a pull-out program, with the exception of a brief period when two children were pulled out for the purpose of assessment. Use of external resources increased including the health nurse, Community Behavioral Services, Social Services and the division consultant.

The school policy handbook outlined the goals for special education:

1. To provide special materials and methods for children who deviate markedly from the average to meet their educational needs and potential.
2. To follow standards for identification, referral, assessment, placement, programming and evaluation consistent with special services guidelines.
3. To have a written role statement for persons in each special needs program.
4. To evaluate special services annually.
5. To continue to publicize special services programs to students, parents and the community.
6. To ensure accountability by making good IEPs with parent and specialist help.

The role of the resource teacher was:

1. To detect and remediate a student's learning deficiencies.
2. To personalize strategies through diagnostic procedures.
3. To enable students to experience success in learning.
4. To serve as a resource for teaching strategies that recognize variations in learning styles.
5. To familiarize teachers with remedial processes to be used in the regular classroom.

With a slight budget increase the staff increased by a half-time aide and the school secretary's hours were increased. The principal felt that in Year Two integration was operating successfully, but that it was too difficult to schedule conferences between staff members because of the many demands on teachers' time and the multiple roles they were all required to play in such a small school. Generally, teachers did not take preparation time but used the time instead to help individuals or small groups of students. They had decided that pulling students out of class was not the best approach and worked on other strategies instead. They worked on the concept of program continuity, a form of individualization and continuous progress at the elementary level, and developed the use of centres, providing lots of variety to meet differing learning needs. The small size of the school made it easy for multi-level grades to work together on projects. They used mixed age groups for a number of activities that helped foster their philosophy of cooperation.

## Year Three: Team Work

Until this year there had been few children with special needs in Taylor School, but in Year Three a child with cerebral palsy and another who had undergone an organ transplant registered. However, budgets were curtailed in this school year, so Taylor lost their aide time. The district consultant worked with teachers and provided them with strategies to use in the classroom.

A teacher who had been in Taylor School since the inception of integration indicated that staff had received training about integration philosophy on a progressive basis, starting with ECS-2 teachers, but that there had been no focus on classroom strategies. Teachers entering the division later had no orientation to either the integration philosophy or to integration-related activities such as writing IEPs, using diagnostic tools or developing classroom strategies. Taylor teachers agreed that the division encouraged inter-classroom visitation but indicated that none of them had used this opportunity. They felt that if they knew of a teacher in the division who was working with a child with a problem similar to one in their classroom, they would then be more likely to visit.

Generally the small size of the school fostered good communication. Teachers frequently discussed integration issues informally after school. Because they worked so closely together they were able to recognize each others' talents and draw on them. They felt that as a result they were able to provide a consistent, caring and positive environment for all children in the school. Moreover, teachers felt involved in decisions being made at the school level and that, generally, decisions were made by consensus. They felt that they had a certain amount of autonomy as each classroom had its own budget for materials and supplies.

## Year Four: Limited Classroom Support

In Year Four all students continued to be placed in regular classroom settings. There was no classroom support teacher but an aide was provided to assist classroom teachers. Students were sometimes pulled out of regular classes to receive one-to-one instruction. Generally, during the pull-out period, the aide and student would work on material somewhat isolated in content from the regular classroom program. The pull-out approach was used only if the parents requested it. At the ECS-1 level, the new aide provided assistance in the regular classroom during centre time. She had been a special education aide at other schools in the district in previous years and she brought a lot of enthusiasm and expertise to the job.

Informal discussions were carried out between the principal and staff concerning special needs students and their programs. There was no gifted or enrichment program at this time nor was it seen to be a priority at Taylor. Some activities were being used by staff to promote peer involvement. Students from older grades did some reading with the younger children and vice versa.

Teachers developed IEPs based on the district consultant's recommendations but parents were not involved in the process.

A division audit of integration conducted in February of Year Four identified the following program strengths:

1. Ownership of every child's needs by the classroom teacher.
2. Development of classroom strategies in consultation with the district consultant.
3. Small class size enhanced the process of integration and communication.

The area that needed improvement was identified as:

1. Lack of a classroom support teacher (CST) who could provide consultation and support.

Staff also indicated that they would like to have inservice on classroom strategies by a consultant, in addition to their current practised classroom strategies of consulting about a child's specific difficulties. In particular, they felt they needed support in the area of language acquisition.

It was recommended that the principal make some staffing adjustments so that some CST time be provided for the rest of the year and that it be built into Year Five staffing plans. In response, the principal cut back on administrative time and assigned the Grade 4-5 teacher the opportunity to work as a CST for two hours per week. He knew that this was insufficient but it was all that could be made available in the small staffing complement. Overall, he felt that the common-sense, flexible approach to integration taken by all staff was appropriate and the best solution. He also felt that he had the support of parents in the direction integration was taking at Taylor School, but that communication about IEPs could be improved.

## Year Five: The Winds of Change

In Year Five, the Grade 4-5 teacher was again designated as CST on a part-time basis. The teacher spent a day with the district consultant discussing integration issues but did not feel comfortable in the role without training in special education.

A group of parents became concerned about program continuity and the concept of individualized continuous progress as opposed to standardized, lock-step instruction. They took their concerns through a variety of levels of administration in the district and the province and staff members at Taylor were hurt and demoralized. Although the issue did not relate directly to the concept of integration, the impact of the confrontation was felt by all concerned.

In January, the principal transferred to another school and when the new principal arrived he took over the CST designation himself. He also explored the timetable to see if he could create more support time by combining gym classes.

The aide worked part-time with the ECS-Grade 2 room, worked with some small groups on a pull-out basis and worked in class with the child with the organ transplant who, although frail, was making gains in both social and academic areas. The child's peers accepted her and helped her on and off the school bus and on her trips to the bathroom. However, the aide did not get involved in the development of the IEPs and had less contact with the district consultant than she had at previous schools. Her schedule was determined at staff meetings through a discussion of emerging needs. It was her feeling that additional work to identify special needs in ECS and the earliest grades was critical.

With the change in principals in mid-year, the school staff were uncertain whether past practice would continue with regard to integration. Generally, though, the classrooms were made non-threatening to all children, particularly those with learning problems. Teachers were conscious of working on children's self-esteem a lot more and children with learning problems seemed better able to cope in an environment without labels. The children were learning to deal with individuals functioning at different levels, which enhanced their own life skills.

The family atmosphere of the small school continued to flourish and the feeling remained that this was a special place where people were accepted for what they were, and that everyone was made part of the school community.

# Case Study 3

## Thorpe High School

*It's a cold, pale afternoon in late winter. Ice crackles at the edges of puddles. A hawk flies overhead, high above the school parking lot. Below him, through the bare branches, he can see a young girl standing beside a pickup truck talking to two tall boys. The conversation is thoughtful, unhurried, abstracted. They climb into the truck and drive away leaving the parking lot behind. School is still in session and the halls are quiet.*

### Year One: No Big Deal

Thorpe High School was a Junior-Senior High School (Grades 8-12) of approximately 200 students, with a teaching staff of 13, a library clerk, two administrators, a secretary and two custodians. It was located in a small Alberta town and drew its student population from the adjacent rural areas. Most students drove or were bused to school.

The school philosophy read as follows:

> Learning is a continual process of which formal education is a part. Formal education focuses learning on various skills, thought processes and behaviors to encourage positive personal growth. This is what the staff does for the students of Thorpe High School.

Because it was a small community, the teachers tended to know not only the students but also their brothers, sisters and families. A number of staff members commuted from the city, about an hour away. Despite this, all the teachers worked on teams and other extra-curricular activities at both levels of the high school, as well as with the Students' Union. Division activities, however, such as work groups and meetings in the evening, were difficult for them to attend. The small staff size meant that the school was not departmentalized but all teachers taught a variety of courses, usually four or five different ones, each year.

Distance was also a factor in the school's relationship with Central Office. Being one of the smaller high schools in the division and one of the farthest from Central Office, Thorpe had developed a reputation for being an island unto itself. Sometimes the issues of interest to the other larger urban high schools in the division were not appropriate for the needs at Thorpe. Often Central Office felt far away and staff tended to solve their own problems, perhaps adding in this way to their sense of isolation.

By Year One, the staff at Thorpe had already determined that the best place for all students was in the classroom and as a result had already embarked on an integrated approach. The resource room was disbanded and replaced by the Idea Centre with the following mandate:

1. The Idea Centre is a place in the school for all students. The staff of the Idea Centre are available to assist any student with any school-related problem.
2. Students on spare may use the Idea Centre as a place to do homework, work on correspondence or get assistance with their school work.
3. Students in a class may be referred to the Idea Centre for help by the classroom teacher. Students who have a class may not go to the Idea Centre instead of attending class without teacher referral.

The Junior High student, who was mentally disabled, stayed in regular classes with his peers. He took part in everything he could. Students who used the Idea Centre tended to have gaps in their learning and were not considered disabled.

Generally the staff's response to the new policy was that it was "no big deal" because they were doing it already.

## Year Two: Doing the Right Thing

In Year Two, the new classroom support teacher operated out of the Idea Centre, pulling out some students who needed help, but generally working with students on special programs such as correspondence or limited enrolment courses. The division held a number of meetings for classroom support teachers (CSTs) to develop a definition of integration, but this CST was concerned about her role at the school level and felt that the support was of limited practical value. She had students pulled out of French to work on math and four Grade 9 students pulled out of French and Science 9 to work on Science 8 concepts that they had missed. Students who either lacked ability or did not fit into the timetable were accommodated in the Idea Centre.

The mentally disabled student moved from junior high to the high school level and took food sciences and industrial arts. The industrial arts teacher found that the student was able to work on his own quite a bit and that he listened and tried to do his best. In addition, the boy spent some time in the Idea Centre and did some work experience at a seniors' lodge.

Staff were finding that some areas related to integration needed further clarification. These included:

1. Student evaluation procedures and responsibilities.
2. Program modification processes.

However, they were confident that these problems could be overcome. As the principal said, "Integration doesn't seem like anything special to do; it just seems like the right thing to do!"

## Year Three: A Job with Many Hats

In Year Three, the counsellor was involved with special needs students at Thorpe. She provided multi-purpose support with .375 f.t.e. in counselling, .375 f.t.e. as a CST, .125 f.t.e. in English and .0625 f.t.e. in Junior High health. In addition to providing advice regarding career planning, financial assistance and graduation requirements, she began to work with students who were experiencing difficulty with any school-related problems. She found herself working with a lot of social and emotional problems in students, particularly with regard to motivation and self-esteem. Interaction with parents took a lot of her time and effort. In some cases she was working with parents who represented a second generation on welfare and she found positive attitudes toward school lacking. She attempted to contact every parent of Grade 10 students by phone, but found that parents were largely reluctant to visit the school or to seek out more information about their children's progress. The small size of the school was an advantage in that the staff worked as a team and shared their knowledge of the community.

## Year Four: Providing Flexible Support

In Year Four, a school evaluation was conducted that included student, parent and staff surveys, and a review of programs and operations by an external 16-member evaluation team. The team found the school climate to be positive, relaxed and informal. The Idea Centre was seen to be serving a variety of student needs and that actually, individual student needs directed the type of activities undertaken by the CSTs. Any student could request assistance with a particular subject or skill, students enrolled in correspondence courses were monitored, students experiencing difficulty in core subjects were provided with extra assistance, and students wanting to work on homework assignments or to use a spare computer could drop in. Some students who were unable to successfully complete the regular program were placed on IEPs developed by the CSTs, sometimes in consultation with the regular classroom teachers. Some students on an IEP were placed in regular classes but could receive direct assistance from an aide or a CST as required.

The team concluded that the CSTs were doing an excellent job communicating with feeder schools about students entering Thorpe who were experiencing difficulty. Communication with parents also appeared to be well handled and meetings with regular classroom teachers were held to discuss student progress. Generally, regular teachers were very supportive of the classroom support provided and students perceived the support as adequate. However, many parents who responded to the survey did not seem aware that alternative programming was provided.

Recommendations emerging from the evaluation suggested that staff continue to:

1. Maintain a high degree of flexibility in providing classroom support.
2. Promote the Idea Centre as a place for all students.
3. Provide in-class assistance to students where possible and in the best interests of the student.
4. Meet regularly with classroom teachers to discuss student progress.

In addition, the following suggestions were advanced for consideration:

1. Look for successful methods to communicate to parents the alternative programming and assistance that is available to students.
2. Explore means by which regular classroom teachers would assume a greater responsibility for all students in their classes.

## Year Five: A New Special Need

In Year Five, during Semester I, the CST was able to work in the regular classroom with some math classes and some science labs. The counsellor worked with English students in the Idea Centre. However, she found that teacher attitudes about another adult in the classroom varied. Some were reluctant to invite her into their room and some felt her presence would single out students encountering difficulty as being different. However, her timetable in Semester II was such that her regular teaching duties conflicted with classes where she could assist, and so no in-class support was being provided. She was still accommodating students who did not fit into the regular timetable, students on spares, students on correspondence, students with motivation problems and students encountering difficulty in the Idea Centre. Although a few students were having trouble with reading skills, no reading instruction was provided.

She felt unclear about her role and was not sure how effectiveness could be measured. The variety of individual student needs in the Idea Centre was providing her with a challenge in terms of time management. She had not had an opportunity to work with other teachers to help them diversify their programs.

During this year, various stories emerged that highlight how integration was operating at Thorpe High. A physically disabled Grade 10 girl in a wheelchair was very much part of the mainstream. She was involved in team handball and basketball and other sports, and also worked the clock at tournaments.

A mentally disabled Grade 9 boy was integrated to an extent. He did work experience in the school library, maintained the school pop machine, worked on computers, did his own math program in the Idea Centre, took phys. ed. with his peers and attended industrial arts every day for 80 minutes, with a number of different classes. The industrial arts teacher found it difficult to provide the constant supervision required by the boy in the potentially hazardous environment of the woodworking shop, while teaching the rest of the class. In his view, although the disabled student was gaining from the experience, the other students were suffering. No aide was provided for the disabled student in the shop. Generally, the teacher was frustrated because he had no guidelines for how much the boy should handle or what his goals should be. He had a fear that industrial arts would become a "dumping ground" for special needs students without appropriate supports. He felt he needed special training to work with them. The CST was concerned as well about student evaluation and was not sure how the boy should be graded.

Generally, staff indicated that there was support for integration at the school level and mentioned a number of times that a disabled student was accepted as just another student. Further, they felt that the policy of integration had had little impact in the school because they were doing it already. However, support from Central Office, while generally positive, was seen as limited because of distance and perception of need. Their isolation, while partially self-induced, also resulted from a sense of differentness from other schools in the division. However, some staff members indicated that their involvement in a division research project that fostered professional development of a collegial nature had been a positive force in drawing staff closer to those in Central Office.

No time was scheduled into the timetable for meetings, either among classroom support staff, between them and administration, or between the CSTs and the regular classroom teachers, to discuss the needs of students on IEPs or to modify programs. Generally, the counsellor was seen as the linchpin of the integration process. She talked individually with teachers, with the CST and with the principal regarding student needs. Regular classroom teachers were divided in their views as to whether they would be involved in a decision about integration.

When asked to identify factors that had supported integration in the school, staff indicated that the small school size and the tradition of special needs students being "just another student" had worked to promote the concept. Hindrances included the lack of mental health and social service support in the area, lack of an aide in the shop, timetable conflicts for the CST and lack of student attendance in modified programs. It was felt that, as there had been so few students over the years demonstrating severe problems, the impact on collegial relations or school routines had been minimal. Overall, the teacher attitude that integration was "no big deal" fostered acceptance but did not stimulate innovation. It was generally felt that Central Office had promoted a number of concepts over the years including articulation, inclusion and curricular change, as well as integration, but that an emerging issue identified by the school was eliciting a limited response in return.

A recent poll conducted by the counsellor had identified that 25% of the student population had another kind of "special need." They were unmotivated, lacked self-esteem, lacked familial support, had severe lifestyle or social problems and were in jeopardy in terms of their school careers. Morale was low, attendance poor and attitudes negative. This high risk group included some students who were opinion leaders and the staff feared that the malaise would spread. A great deal of the energy of the staff members went to coping with this problem but few, if any, solutions had been found. Thorpe staff were very concerned and were not sure what to do next.

## Case Study 4

### H.R. Fox School

*The Grade 2 children were working on language arts. They were writing stories and reading them to their peers. Two little girls were checking something in a dictionary. Another group was on the floor working independently. A couple were using computers. The teacher was consulting with one student at a time, reviewing their written work. The classroom support teacher slipped in and sat down to work with a couple of boys. The banners hanging from the lights fluttered from the bustle of activity and the noise level rose as the period progressed, but everyone appeared to be on task and learning was taking place.*

## Year One: Limited Awareness

H.R. Fox School had an enrolment of approximately 450 children from ECS to Grade 7. It had a stable cohesive staff component, a number of whom had been in the school for up to 15 years. The school served an industrial town with some rural children being bused in as well. Generally, the children came from a lower than average socio-economic group living in low-rent accommodation, apartments and trailers as well as in older residential areas.

At the time, the school operated a pull-out resource room for Grades 3 to 7 and a special education class. Two special needs students were totally integrated with aide assistance. One additional student was in a half-time pull-out situation. Eleven additional students in Grades 4 to 7 were pulled-out to the resource room for help. The approach appeared to be working well and the principal was hoping to set up a similar arrangement for the primary grades.

Late in the school year, the principal attended a meeting at Central Office where the integration policy was announced. As the school was focusing on the development of the resource room program, and as the principal did not perceive the policy as significantly different from the current approach at Fox, he took a low-key approach toward integration and staff discussion was limited.

## Year Two: Quiet Sabotage

In September, a number of difficulties began to emerge that took most of the year to sort out. The major overt difficulty related to the issue of responsibility. With both a resource room teacher and a special needs teacher in the school, there was uncertainty about which students should be referred where. The covert difficulties related to philosophy and process. Teachers had not had time to explore their own philosophies toward children with disabilities and tended to react negatively to the concept. There were feelings of inadequacy and fear. They saw themselves as not having the training required to cope with special needs students. Further, they objected to the process and resented the fact that the policy had been mandated without consultation with them. As one teacher put it, "Unless it's our idea, we don't like change," so as a result, a lot of quiet sabotage began to occur. There were problems with identification, referral, communication and joint planning. General anxiety spread throughout the staff.

The principal identified a list of the major problems and then put together a committee of the support teachers, two classroom teachers and the district consultant. They developed policies, procedures and roles. After the committee had met about five times, they presented a draft document to staff that included the following:

1. Mandate

   The school division expects each classroom teacher to provide appropriate programs for each student in his/her class. To assist teachers in meeting this responsibility, the division has given schools support in the form of additional staff. This support assists the classroom teacher to offer appropriate programming in age-appropriate settings.

2. Philosophy

   H.R. Fox will attempt to maintain an appropriate model of integration (consistent with division directives) with particular regard to all childrens' ability to cope with the educational, psychological and social aspects of the school environment. Further, all students should have the benefit of a challenging and successful school experience.

3. Guidelines

   a) All students will participate in regular curriculum activities, with modifications made as necessary, to maximize individual pupil success.

   b) Classroom support and assistance will be provided in a manner deemed appropriate, and/or as determined by a team consisting of support staff, classroom teacher, parent and administration.

   c) Assistance will be prioritized to meet those objectives that can be achieved within the regular classroom setting.

   d) Pull-out assistance, where deemed advisable, is viewed as very much a short-term tool to achieve in-class success.

e) Assistance will be provided additionally through staff inservice sessions, given by support staff.

f) IEPs: The need for an IEP and the depth required will be established in discussions between the classroom teacher and the support teacher. The IEP should not be a lengthy document. Most can be two pages or less. Parents must have the opportunity to participate in the planning process. The IEP will be written by the classroom teacher with the assistance of the support teacher, and parent approval gained.

The document went on to outline the components of an IEP, an identification and referral process and role descriptions for the Classroom Support Teacher (CST), the catalyst teacher (enrichment) and the counsellor (social-emotional development). A sample IEP format was appended.

The CST's role was described as follows:

1. To provide assistance to the classroom teacher to meet the needs of the individual student.

2. Assistance may be in the form of:
    - consultation
    - providing feedback to teachers on alternate strategies and their effectiveness
    - joint planning
    - testing/diagnosing needs
    - team teaching
    - provision of resources
    - working directly with students (individual, pairs, small and large group, whole class)
    - modelling
    - setting up in-class support systems (e.g., peer support)
    - facilitating conferences
    - offering support sessions
    - supporting the classroom teacher

3. Planning and consultation time is important, and will be allocated sufficient time. However, direct assistance will be maximal and will recognize individual circumstances.

4. Reporting progress to parents is the responsibility of the classroom teacher. Support staff will provide input into reporting and will participate in parent conferences for students unless their presence is unnecessary, as determined jointly by the classroom teacher and the support teacher.

5. Aide assistance is available through the support teachers for extra in-class student help -- the type of assistance to be determined in the joint planning process.

A gap between policy and practice still existed however, and would take time to bridge.

The CST assigned to the school in Year Two found that as staff had not been prepared about the new policy or her proposed role in implementing it at the school level, the going was tough. She found that rather than special education knowledge and skills, she needed consultation, negotiation and interpersonal skills most of all. A lot of the friction related to anxiety about the IEPs. At this point, the CST wrote them herself and classroom teachers did not take responsibility for them. Teachers had varying degrees of comfort about letting someone else into their classroom and some refused to participate.

In May, the principal did a school-wide survey of teachers regarding integration. Positive aspects of integration identified by staff included:

1. Socialization/acceptance/improved self-concept.
2. Good support team.
3. New skills for staff.
4. Use of peer modelling and support.
5. Better programs for individual students.
6. Better understanding of individual differences.
7. Potential for team teaching.
8. Recognition of individual rights.

As one staff member indicated, a lot of positive things happened that year and as she said, "The kids taught us how to do it better."

Aspects of integration that caused concern included:

1. Class size too large.
2. Need for better joint planning, communication, identification, scheduling.
3. Teacher attitudes/lack of acceptance.
4. Better use of CST.
5. More aide time.
6. Lack of clarity of philosophy.
7. Role conflict.
8. Lack of administrative support/low priority.
9. Lack of implementation of the policy.

Informally, it was felt that teacher attitude toward integration was still the greatest barrier.

When asked if they had had the power to set division goals and what steps they would have taken regarding integration, the majority of teachers said they would integrate for a portion of the day and pull-out for the remainder. A minority of teachers said they would integrate fully.

Based on this information, the principal determined to reduce class sizes and provide more consultation time as soon as possible. It was obvious that the old ways did not work any more, but new ways were not yet clear.

## Year Three: Lack of Clarity

In Year Three, the CST took a health leave and then asked for the year off. She did not wish to return to the position. The replacement CST worked with Grades 4 to 7 and a

.7 f.t.e. CST worked with Grades 1 to 3. They received referrals from regular classroom teachers that were discussed in regularly scheduled consultation periods. The resource room no longer existed. Response to referrals varied depending on the severity of the student's need, the type of assistance requested by the classroom teacher and the preferred instructional approaches of the teachers involved. Testing was carried out by the CSTs as deemed appropriate, and IEPs were developed for students whose needs could not be met by the regular program. These were prepared by the classroom teacher with support from the CST. Parents were given the opportunity to get involved in the development of the IEPs and had to give their approval before the plan was implemented.

An evaluation of the H.R. Fox School was conducted in December by a 15-member evaluation team. The evaluation report noted that the IEPs on file in the office had some discrepancies in terms of completeness and usefulness for teachers in implementing an individualized plan. There were no specific short-term objectives or incremental plans of action to successfully reach the long-term objectives outlined.

The report described the interlinking roles and responsibilities of the CST and the regular classroom teacher as follows:

> In some instances the support teacher develops the program modification for a student and works individually with the student(s) in the regular classroom. At times the support teacher works with an individual student under the direction of the regular classroom teacher in an attempt to "keep him/her up" with the regular classroom program. In some instances the support teacher and classroom teacher have worked out a collaborative approach to meeting the student's needs. On occasion, the support teacher instructs an entire class to model an instructional strategy for the classroom teacher. Students may also be regularly pulled out of the classroom to receive direct instruction from the support teacher. Classroom support aides are also used in a variety of ways and work under the direction of the support teachers and the classroom teacher, depending on who has assumed responsibility for the student's program.

The report concluded that the role of the CST was determined by the skills and biases of both CST and regular classroom teacher rather than by the consistent application of policy, though flexibility was certainly evident.

The evaluation team recommended that H.R. Fox continue to do the following:

1. Use the classroom support model in an attempt to meet the division direction of integration.
2. Provide consultation time for teachers.
3. Involve parents in planning individualized programs for students.
4. Provide opportunities for support teachers to model effective strategies.
5. Recognize that the classroom support model, as with any change, will require ongoing modification as concerns and difficulties arise.
6. Provide inservice time for teacher support personnel to share their knowledge and expertise.

In addition, it was recommended that the school consider the following:

1. Meeting with all school staff to further clarify the following:
    a) The role of the classroom support teachers.
    b) The expectations for involvement by classroom teachers.
2. A more visible, active involvement by administration (school and Central Office) to assist and support the implementation of this approach.
3. Classroom support meetings involving counsellor, catalyst and special needs teachers to share ideas, concerns, programming, and build a more cohesive team approach to addressing the needs of students and teachers in the regular classroom.
4. Clarifying the titles given to teachers involved in classroom support.
5. A greater involvement of the library and librarian in developing and locating materials for enrichment programming within the classroom.

The teacher aides employed by the school, who were serving children with special needs, were found to be friendly, helpful and competent. They were seen to be making a significant contribution to the integration process and took their duties very seriously, although it was felt that this could be to the detriment of student independence and responsibility. In addition, some teachers relied on them very heavily. It was recommended that the positive relationships and communication between teachers and aides continue, but that children be allowed to achieve the maximum independence possible.

Overall the school climate was perceived as very positive by parents and they were satisfied with the degree of contact they had experienced.

## Year Four: Breakthrough

In Year Four, a new full-time CST was provided for Grades 3 to 7 and a .5 f.t.e. CST worked with Grades 1 and 2. The referral form was deleted from the integration process as it was not used frequently; decisions were made based on notes taken during the consultation process.

At the beginning of the year, teachers still faced the development of IEPs with trepidation and they were afraid to modify programs. The new CST began to consult with them extensively. She had them tell her what kind of support they required for their special needs children. She met every teacher for two 30-minute consultation periods per six day cycle and spent the rest of her time in classrooms. Generally, she acted as a team teacher but sometimes demonstrated new approaches.

One approach that had a significant impact on a number of teachers was the thematic approach to language arts. The CST worked with a senior teacher in the school and they planned a novel study unit in which five or six different novels on a particular theme were coordinated to meet the needs of different levels of readers. The CST taught the first four lessons and then the teacher took over. She was a convert! She then shared the approach with other teachers and they tried it as well. In their classrooms they no longer had two or three reading groups with one or two stragglers, they had everyone reading at their appropriate level. It seemed like some kind of a breakthrough had been made. Once teachers had experimented and experienced some success, they were willing to try other new practices as well. Some senior staff members felt rejuvenated and the school's rather traditional upper elementary language arts program gained new excitement.

Formal meetings were held every month for the CSTs, the aides, the counsellor and administration, and informal meetings also occurred on a needs basis. Parents were involved in the development of IEPs for students. Close contact with parents was maintained and parents were frequently asked to support IEP objectives by working on a particular skill with their child at home.

While the IEPs were still being written in consultation with the CST, she was limiting their scope, involving more input from classroom teachers and parents and slowly devolving the responsibility to the regular classroom teacher. By developing the view that IEPs were working documents that could be adjusted when necessary, rather than formal reports, the CST was able to reduce teachers' fears about them. They were signed by administration, parents, teacher and when appropriate, the student. Implementation of the modified program was very clearly delineated as the responsibility of the classroom teacher.

The integration audit conducted in March of Year Four identified that the following aspects of integration were working well:

1. Expertise and interpersonal skills of the CSTs.
2. Collaborative approach to meeting student needs.
3. A range of types of assistance that recognized differing teaching styles and teacher needs.
4. The responsible nature of the aides and their ability to work with classroom teachers.
5. The quantity of resources available to teachers working with special needs students.

Areas identified as not working well included:

1. CST support in the afternoon was a disadvantage in the primary area.
2. A need for more support at the primary level.
3. Behaviorally disordered students caused particular frustration in larger classes.
4. More material resources were required.

The following recommendations for change were made:

1. Timetabling of classroom support time in the primary grades needed to be re-examined to better meet the needs of young children.
2. Inservice for staff was needed to better handle the behaviorally disordered students. More time and resources needed to be provided to meet the needs of these students. There was a need to investigate better ways to cope with behavior problems.
3. Smaller class sizes were needed and administration had to try to not place special needs students in split grade classrooms.
4. Better services both in and outside the school were needed to deal with behavior problems, e.g., family counselling.
5. Planning days should be provided for elementary teachers and aides on a regular basis, similar to that currently provided for ECS teachers.

## Year Five: A Degree of Comfort

Based on the results of the audit, the principal revised the staff allocation to one full-time CST and a smaller class size overall. Teachers began to develop their own IEPs in consultation with parents, students and the CST. All but a couple of teachers were now comfortable with the CST providing some sort of support in the classroom. Scheduled consultation support periods continued with teachers having two 30-minute periods every six days. The use of this time varied during the year according to individual teacher needs, but the CST and the regular classroom teachers tended to meet for consultation a couple of times a month, with the remainder of the time being used by the CST in class. She was viewed by teachers as a key to the growing success of integration. Her ability to communicate and encourage teachers was well received. For her part, however, she found the job very demanding and wondered if she would continue for another year.

While teachers did not see themselves as completely satisfied with integration as it stood in Year Five at H.R. Fox, they felt that a gradual change had taken place, so that now they were willing to give the concept their best shot. More sharing was going on among staff members and they felt more comfortable with the results they were achieving in integration. In fact, they had surprised themselves with what they could accomplish. The labelling of students happened much less frequently but teachers were still concerned about students who were behavior problems.

A number of resources were available to teachers including the seven aides who worked in the school (two in ECS, two for the school and three assigned to specific special needs students). In addition, the CST had used the Yellowhead contract consultant, Edmonton Public School Board's consulting services, the local health unit's speech pathologist, Canadian Mental Health and Alberta Family and Social Services.

The CST was exploring the Circle of Friends concept with students in need of a support group, and was working on the concept of mapping with all the significant others in one child's life.

Not all teachers were convinced, however. One teacher in an upper elementary grade had a number of students on IEPs as well as a boy whose learning was severely delayed. Despite a half-time aide and a special project high school student for three hours per week, she still felt that some pull-out instruction would benefit this child and would also provide a break for the rest of the class.

A Grade 2 class had six students in it who had been held back in previous years. The group was very demanding and had a number of behavioral problems, and even when the CST was present it was not clear whether all the students' needs could be met in a group setting. Everyone agreed that this class was a challenge!

However, over all, the social integration of children with special needs was deemed to be quite effective. Watching students accept and work with differences in their peers had a powerful effect on all the staff at H.R. Fox.

Unresolved integration issues included a shared concern by staff about what would happen to students on IEPs once they reached high school, how to tell if activities with low-functioning students who couldn't communicate were worthwhile and what to do about the increasing numbers of behavior/emotional problems demonstrated by students in the school.

## Case Study 5

### Fisher School

*The staff are gathered around a table in the staff room — mugs of coffee or tea in hand — discussing ski conditions and planned cross-country ski trips with the kids. Environmental issues are a concern, judging from the number of re-usable lunch bags going into the fridge and the compost bucket by the sink. The atmosphere is relaxed and congenial. It was a good weekend. The bell rings and the room empties quickly as another day begins.*

### Year One: A State of Shock

Fisher School was located in an industrial town in central Alberta and included ECS to Grade 5 with about 185 students. The two-year-old school was located in a new community development of very comfortable homes. The population it served tended to be cohesive, supportive and well-educated.

Staff had developed a mission statement for the school, in consultation with parents, which read:

> At Fisher School, we believe that by providing a supportive and positive learning environment, all learners can achieve success and feel good about themselves and their accomplishments. Our overall goal is to help individuals become the best they can be.

In addition, staff members had developed five goals for the school when it opened:

1. To make children feel wanted, liked and respected as persons of self-worth.
2. To make school a positive experience for all participants.
3. To provide support for each other through encouragement, listening and reaffirmation.
4. To maintain two-way communication with the community, especially parents.
5. To develop a curiosity to learn and foster critical thinking skills.

Up to and including this year, most children with special needs from the area had been accommodated at another school in town which had EMH, TMH and special needs classrooms. However, Fisher did have a hearing impaired child with a full-time aide and a child with a severe behavior problem. The resource room operated on a pull-out basis and teacher aides worked with small groups of children both in and out of the classroom.

In April, the school administrator became aware of the new integration policy through the budget process. The presentation made at Central Office regarding the new budget informed them that EMH and TMH classes had been discontinued. From now on all special needs children would be integrated in their local schools.

Staff remembered that the decision caused a furor. There had been no consultation with either staff members or parents that they were aware of. They felt that they had not had enough warning to plan adequately for the coming year, but of even greater concern was the fact that the children who had to transfer had so little warning. Some parents were upset, some were happy, but it was the children who suffered, particularly those in the upper elementary grades who were not adequately prepared for the transition to regular classes.

One teacher who had lived through the policy change succinctly identified the problems with the change process:

1. It was a top-down decision and did not include input from stakeholders.
2. The expectation of 100% integration immediately was very stressful for teachers.
3. The sudden change in expectations regarding training was difficult to accept -- one year you needed several years of special education training to work with these children, the next year no training was required.
4. There was an attitude emanating from Central Office that if you couldn't adjust to having special needs children in your class, you weren't a real teacher.
5. It was implicit that hard work would result in success.

The teachers settled down to see what the fall would bring.

## Year Two: A Minor Impact

In Year Two, the resource room continued to operate much as it had before, but with a particular emphasis on the primary grades. Four or five students were transferred from the closed classrooms in the other school and IEPs were developed for them. Their needs were met in a variety of ways including in the resource room, in-class programs, in-class programs with aide assistance and pull-out programs, either individual or small group, with an aide. The hearing impaired child continued as before, fully integrated but supported by her full-time aide. Generally the children were integrated to the degree that staff deemed appropriate.

Some integration training was provided for all teachers in town. The consultant on contract with Central Office provided some sessions on alternative strategies.

A staff opening at the school was filled by a former TMH teacher from the other school.

Administration began to meet with what they termed the special needs team to prepare a comprehensive plan for the following year.

A former EMH teacher, still at the other school but now in a regular class, watched sadly as two of his three former special needs students began to stay away, unable to make the transition to a regular Grade 7 class. Eventually they would drop out of school. The next year the teacher would transfer to Fisher.

Overall administration concluded that integration had had a minor impact on the school. They began to draft a policy for classroom support.

Generally the feelings among teachers were very mixed. They were relieved that they had no serious medical problems to deal with. However, a number of teachers were very troubled -- particularly those with special needs children in their classes. Their anxiety was compounded if their class size was large or they perceived that they did not receive sufficient aide time. Discussions ensued over whether the increased understanding and tolerance in regular students was balanced against the possible disruption of class and the demand for the teacher's attention by the special needs students. It was difficult to generalize, but it appeared that more progress was being made in the younger grades.

## Year Three: A Changing Population

Fisher School's population and makeup were changing. They received a number of students transferring out of a local French Immersion program. Lifestyles were also changing and more children came from either single parent families or families where both parents worked. It was decided that ECS should be moved in order to continue to accommodate Grades 6 and 7, and student numbers increased to 274. Class size varied from 19 to 29 students. A former special education teacher came part way through the year to act as .75 classroom support teacher (CST) and taught the rest of his load at a different school. He found the role frustrating because he had never taught in a regular classroom before.

A school policy for classroom support was developed and read:

> Classroom support shall always work in the best interests of children. This will involve integration within the classroom whenever possible. However, if a child or small group of children require and benefit from a pull-out program, this need will be met.
>
> An emphasis will be placed on early identification and remediation in the hope that problems can be solved before they become too large. For this reason, classroom support will concentrate on the earlier grades. Language arts needs will receive first priority followed by math.

> Classroom support will involve a team approach. To best meet the needs of the child, input may be required from the administration, classroom, support teachers, classroom teachers, rehab aides, counsellor, librarian, parents and students. Severe cases should involve as many as possible of the above.

A referral process for special needs students was crafted along with a process for outside referrals and an IEP format was developed.

Teachers remained concerned about the benefits of pull-out versus in-class support.

The three teacher aides provided a strong and cohesive team. They were knowledgeable about classroom resources and were able to identify appropriate materials for their work with the special needs children.

## Year Four: Communication Needs

In Year Four, one of the teachers who had been counselling, as well as teaching, became both CST and counsellor for about .75 f.t.e. of his position, the rest being devoted to courses in art, drama and a program sponsored by a local service club. He had a lot of varied teaching experience but no training in special education. His first year as a CST was to be an intensive learning experience.

An internal audit on integration was conducted by the staff in April, with support from Central Office. The audit found the focus of classroom support continued to be at the primary level. The regular classroom teachers and the CST would meet to decide on a plan of action for a special needs child and an IEP was developed if appropriate. The CST worked with some children both in and out of the regular classroom. No scheduled consultation time was provided, however, for the teachers to meet. Instead, it tended to occur after school or at noon hour. Teachers signed up for aide time based on the number of special needs students requiring assistance in their classroom.

The speech and language pathologist from the local health unit visited the school approximately once every two weeks. She met with the CST to discuss referrals, to provide consultative advice for teachers and aides and to monitor speech and language programs already in place. In addition, she had provided direct service to one child and had conducted an inservice with Fisher staff. Other external resources had been used including consultants from the Edmonton Public Consulting Services, a consultant from the Alberta School for the Deaf and the contracted consultant from Central Office.

The IEPs were developed by the classroom teacher, the CST and the appropriate aide. These were then written up by the CST and kept on file in his office. They were then shared with parents who were requested to sign them.

The audit identified that the following program components were working well:

1. Social development of special needs children.
2. Impact on regular children by presence of special needs children.
3. Strong, flexible team of aides.
4. Flexible system and CST.
5. School focus on strengths and positive behaviors of children.
6. Team approach to meeting students' needs.
7. Improvement in teachers' acceptance, knowledge and ability to deal with a range of needs.

Areas identified as problematic included:

1. Addressing special needs in the upper elementary grades.
2. Isolated instances of negative response to special needs students from their peers in the upper grades.
3. Disciplining special needs students in the upper grades.

The audit concluded with the following recommendations:

1. Provide consultation time, more aide time and more counselling time.
2. Provide smaller classes at the upper elementary level.
3. Provide more support for severe behavior problems.
4. Implement more team teaching opportunities at the primary level.
5. Attempt to identify and support special needs children at an earlier age.
6. Distribute IEPs to classroom teachers and parents.

The CST found communication with parents was the most challenging in his first year. Particularly, at the end of each reporting period, he found himself busy with demands for referrals, assessments or for more aide time. There was a public relations component to the job that he had not anticipated.

## Year Five: To Pull Out or Not To Pull Out?

Based on the recommendation of the audit, consultation time between classroom teachers and the CST was built into the timetable in Year Five. Every six days, the classroom teachers had one period to consult with the CST about their special needs children. From September to November, these meetings were regularly scheduled but then became more informal and based on need. About half the teachers were anxious to consult, some had to be sought out by the CST and some were too busy or preferred not to meet. In fact, it was the perception of some teachers that they had to "give up" a prep period to discuss their special needs children and thus it was seen as an "additional penalty." Some teachers found that with the CST's joint role as counsellor and CST, it was difficult to cover all their students' needs in both areas in one half-hour meeting.

The CST also met with the three aides once every six days and this was seen as very beneficial for team communications. However, there were two additional areas that required improved communication. Although informal contacts were frequent, no scheduled meetings occurred with the team. In the first place, the CST team saw a need to meet regularly with administration. Secondly, the CST team needed a regular forum, such as staff meetings, to discuss school-wide issues related to integration. It was noted that the aides did not attend staff meetings.

The CST found communication with parents improving in Year Five, particularly as teachers took ownership for their special needs children. Parents were beginning to consult at the classroom level first, before meeting with the CST.

Overall, staff perceived a range of acceptance and collaboration regarding integration among their peers, the staff continued to be closely knit and committed, and that generally there was more acceptance of integration than there had been initially. The issue of pull-out versus "total" integration continued to be of concern for some. Early integration was seen as positive but at the Grade 7 level the aides did not work with the students as the teachers were content to deal with these students on their own. The students were very accepting of those with modified programs, and although there was a lot of teasing and banter in the playground, there was no fighting. As in other schools, members of the division research project that fostered professional development of a collegial nature found it to be a positive form of inservice, and staff were working on cooperative learning models.

There was some resentment among more seasoned staff members that a first year teacher had four or five of the 18 IEPs in the school in her class and they tried as much as possible to provide her with support.

The Fisher School on-site team evaluation took place during Year Five. The classroom support process was described as follows:

> Following the initial referral to the classroom support teacher, informal or diagnostic assessment takes place. This may lead to more specialized testing or consultation with personnel outside the school. IEPs are written cooperatively, usually with parents and support staff, as well as classroom teachers. The staff also develop support staff timetables cooperatively. A variety of delivery systems is used including teacher aides working in the classroom one-to-one, with small groups, and some pull-out of students. The classroom support teacher meets regularly with teachers to discuss the program and make modification. Evaluation is done through IEPs and informal meetings.

The evaluation recommended that the CST continue to encourage the regular classroom teacher's acceptance of responsibility for specialized students in class, that consultation time continue to be scheduled, that staff continue to be open and flexible in meeting the needs of special needs students and that aides should continue to be team workers.

Areas to consider included:

1. Amount and duration of pull-out for some special needs children.
2. Provision of time in staff meetings to discuss strategies for working with special needs children in the classroom.
3. Increased staff allocation to provide support for mild or moderate special needs students, time to implement program plans and resources to support the program.
4. Identify strategies to facilitate more assistance in the regular classroom.
5. Provide regularly scheduled contact for CST team, administration and the classroom teacher.

Finally it was recommended that change occur in the following areas:

1. The preparation of IEPs to include regular, frequent evaluation and updating that must be adhered to.
2. The focus of goals and short-term objectives of the IEP must include all aspects of a child's development, especially self-esteem and social development.
3. Reduce the ongoing regular removal of children from the regular classroom to work with the aides.

Based on the findings of the team, the guidelines of the school policy on classroom support were updated to read as follows:

1. All students will participate in regular curriculum activities with necessary modifications made to maximize individual pupil success.
2. Classroom support and assistance will be provided in a manner deemed appropriate by the support teacher(s) and/or a team consisting of support teacher(s), classroom teacher, aide, parent(s) and administration.
3. Whenever possible, assistance will be provided within an integrated setting.
4. Pull-out assistance, where deemed necessary, is viewed as a short-term tool to achieve success in an integrated setting.
5. Additional methods of assistance may be initiated through staff inservice sessions.

6. **Individual Education Plans (IEPs) will be established only if there needs to be significant modification to a child's educational program. If required, this document will be written by the classroom support teacher in consultation with the classroom teacher.**

7. **Consultation time for teachers will be provided within the limits set by the staffing allocation.**

Teachers continued to have some doubts about the implementation of the integration policy, particularly as students grew older and the academic program became more structured. As one teacher said, "Is there a point where it doesn't work any more?" For them the issue had not yet been completely resolved.

# Case Study 6

## Southside Composite High School

*The rock music blares and echoes down the hallways. Students mill about, talking and laughing, hailing their friends, getting organized for another day. Where two hallways intersect, at the hub of the school, stand three girls. One of the girls talks to another student about a science experiment they are conducting. The other two laugh and joke with students they know. Students eddy around them., The music stops and students disappear into classrooms. So do the three girls, each with a visible disability, who move off in different directions to their first class of the day.*

## Year One: Status Quo

Southside Composite High School is located in an industrial town in central Alberta, and serves approximately 435 students in Grades 10 to 12. In addition, about 400 junior high students attend the school for home economics and industrial arts. The school has 29 professional staff members (26.27 f.t.e.) including a principal and assistant principal, and 7.5 f.t.e. support staff including three teacher aides, library and office support and custodial staff.

The school philosophy states that the goal of the school is to enable each individual to realize his or her full potential so that each person finds self-fulfilment and contributes in a responsible way to the larger society. To attain this goal the following three principles must be adhered to:

1. Learning must be promoted as a lifelong endeavor.
2. The pursuit of excellence applies to all aspects of life.
3. An attitude of cooperation and respect is critical to the survival of mankind.

In addition, student conduct and performance is guided by the Student Bill of Rights and Responsibilities.

The year that the Yellowhead School Division introduced its policy on the integration of special needs students, Southside had a segregated system to a large extent, but staff had been experimenting with integration in a limited way. Although the special needs students were seldom visible, they did attend some classes such as physical education, food science and art with their aides. The special education teacher tried to place the 13 special needs students who had transferred from junior high into classes for at least part of the day. In some cases, students who were slow learners were provided with a term of tutoring in Math 15 or Social Studies 13 before they enrolled in the course.

Although it was the feeling of staff members that the integration policy was very much a top-down decision without prior consultation, their reaction was generally positive because they felt that the school was dealing with integration already in its own way.

## Year Two: A Shrug

In Year Two, some of the students who had transferred from junior high the year before dropped out. A couple of them went to the local college to take vocational programs. Some stayed on at the school and staff worked hard to get them work experience opportunities in the community. Students continued to come to the resource room for extra help, but it had a different environment this year.

The resource room had a partition in it. On one side worked four disabled students, two boys and two girls, who had transferred out of the old EMH-TMH room that had been located in a nearby rural school which was now closed. Two aides worked with them as well as the designated CST. On the other side, regular students came to seek additional help. They felt uncomfortable about these disabled students whom they did not know. Some staff members felt uncomfortable, too, but generally there was little interaction with the four students. In the second term, they were placed in some activity-centred courses such as food science and physical education along with their aides, but as one teacher said, "They shared the space, not the program." One of the boys had to take a lot of medication and sometimes fell asleep. His interaction with other boys in the food science class was not successful as they were not tolerant of him and it made him feel sad. Eventually he was to move out of the school.

The CST worked with other staff members to accept special needs students in their classes, but generally staff felt that the whole integration policy was an elementary school phenomenon and paid little heed. As one teacher remarked, "We shrugged."

## Year Three: Little Change

The next year, little changed in the approach toward integration at Southside. In all, 15 teachers were scheduled into the resource room at different times to work with students who required extra help. It became complicated with so many involved, and communication and supervision were challenging. Overall, however, staff felt positive about the arrangement and visitors came from out-of-district to see their integration setup. The four special needs students on the other side of the partition worked with their aides and received additional support from the community, such as physiotherapy, speech and community living skills. They still continued to attend activity-based classes for one or two periods a day with their aides.

## Year Four: A Shock

In Year Four, seven teachers were assigned to classroom support as part of their teaching assignment and one was assigned the responsibility of department head. Three aides continued to be involved with the students who required functional life skills. The differing focus between the two semesters continued. In Semester I, teachers focused on working with new "at risk" students, who had transferred from feeder schools, to improve areas of weakness and to prepare students for integration into the regular stream. Then in Semester II, these students registered in regular classes. Classroom support continued to provide pull-out tutorial assistance to students for assignments, correspondence courses, missed examinations and extra help. There was a limited amount of in-class assistance for regular classroom teachers. Some course modification did occur, but was the result of individual teacher initiative rather than part of a classroom support plan. Generally, it was perceived that there was good communication and rapport among support teachers, and the system was considered to be working well.

Three students with low functioning abilities were on IEPs. One was integrated into several regular classes and the other two focused on life skills, with about half their time spent out in the community. As one of the aides commented, it was a real eye-opener for the community members who had not been aware before that students such as these existed as they had always been kept out of sight. These two students also took food science and physical education and were helped during these periods by two special project students.

The three aides who worked directly with those students were well-experienced and had built up long-standing relationships with their charges. They tended to assume a great deal of responsibility in their role with the students and did a lot of program planning. As a result, their job descriptions were upgraded to include their planning activities and their salaries adjusted upward on a temporary basis, with the understanding that the following year their duties and salaries would return to those of traditional aides.

Southside had an on-site evaluation during the winter of Year Four by a team of 20 colleagues, supervisors and out-of-district experts. All aspects of the school were reviewed including classroom support. The team observed that classroom support staff displayed a caring and helpful attitude toward the students, whatever their need, but that there was little systematic collaboration or consultation between regular classroom teachers and those with CST responsibilities. As a result, it was felt that the continuity and organization of support to students suffered. Further, the department head had limited time to coordinate activities. It was observed that classroom support was viewed by staff more as a program than as a system of support to assist regular teachers.

The evaluation team recommended that the following aspects of classroom support at Southside continue to be developed:

1. Expand community-based life skills activities.

2. Foster independence of students by rotating aides and teachers during the instructional activities.
3. Document/monitor student progress.
4. Develop IEPs based on observable behaviors that are age-appropriate, functional life skills.
5. Provide aide support for community-based activities.
6. Acknowledge the need of "at risk" students to be supported during their transition into high school.

It was recommended that Southside consider the following recommendations for classroom support:

1. Establish periodic reviews of goals and objectives being implemented.
2. Provide the department head with more time to allow her to coordinate and monitor the program.
3. Provide the teacher aides with written job descriptions.
4. Provide documentation for all students receiving assistance.
5. For the students with moderate to severe low functioning abilities:
   a) Establish a systematic process that includes the involvement of parents, teachers aides and other caregivers in identifying the learning needs of these students.
   b) Develop IEPs that describe large units of functional behavior as program goals rather than specific skills.
   c) Ensure that goals/objectives of the students' IEPs include vocational, personal maintenance and development, homemaking and community life, leisure and travel.
   d) Provide each student with a binder containing program monitoring forms/documents to facilitate coordination and continuity of each student's program.
6. Have counsellors get directly involved as active members of the classroom support team.

Finally, the team recommended change in the following areas:

1. Explore alternative service delivery models to better meet student needs.
2. Develop a school policy on classroom support to facilitate a common focus and an understanding of responsibilities for all involved.
3. Establish a regular and frequent system of communication between classroom teachers and support teachers.

In the team's survey of student perceptions, 56% of students were satisfied with the attention paid to students with learning difficulties and 47% felt that classroom support seemed a useful purpose. In the staff survey, 34% of staff believed that instructional programs made students enthusiastic about learning, and in the student survey, 35% of students were satisfied with the usefulness of what they studied. Ninety-four percent of staff believed that students were respected, regardless of achievement levels, while student comments made repeated reference to a small number of disrespectful, uncaring teachers.

Staff and administration were shocked that classroom support was perceived as an area requiring change, as they had believed that their approach had been working well.

In the spring, one of the original 13 special needs students from Year One graduated with a general diploma.

## Year Five: A Staff Divided

In Year Five, Southside truly began to grapple with integration issues, and the result was conflict, anxiety and polarization. The school's principal came down fully on the side of integration and a number of changes occurred that were so significant that classroom support bore no resemblance to what it had been the year before.

While eight staff members were identified as having some responsibility for classroom support, responsibility lay directly with one full-time CST and another teacher whose major responsibility was classroom support. In addition, the three teacher aides were no longer full time.

The resource room was no longer used for pull-out activities, and although it provided a home base for four low functioning students, three girls and one boy, they had full timetables like other students and were only there between classes. It was now the regular classroom teacher's responsibility to teach these students and to modify their programs as appropriate.

In Semester I, one of the girls was placed in a large English 13 class along with a number of slow learners who had transferred from junior high. Because she had been segregated so long, her social skills were lacking and she quickly picked up some inappropriate language that brought her negative attention from her peers. The teacher was torn between trying to teach the English 13 curriculum, the six or seven students on IEPs who had no specific lesson plans and the disabled girl, and she found the task untenable. The girl was removed from class but not before the group had been negatively affected. She was placed in the school office for that period for the remainder of the term, but she refused to comply and had tantrums. She became disruptive in her food science class as well. In the second semester, she took band, performing arts, food science, physical education and community living skills. At the wish of her parents, she worked alone with an aide in food science, but in other classes she attempted to sit with groups of students and interact with them. She was very sensitive to any change and staff were never sure what her reaction would be.

The second girl was enrolled in industrial arts, band, physical education, art, food science and clothing and textiles. In most cases, she worked with the students and the regular classroom teachers although an aide was frequently present in the room. However, in her food science class she worked one-on-one with the aide and was not really happy with this arrangement. Overall, however, it was observed that she was initiating conversation more readily with her peers and demonstrating more humor.

The third girl, who was considered the most problematic because of her higher functioning level and her aggressive personality, was placed in a Science 14 class, clothing and textiles, physical education and food science. The physical education teacher, who taught Science 14, became aware of the Circle of Friends concept. She and the CST worked with the Science 14 class to encourage the students to act as a support group for this disabled girl. The influence of her peers was very positive and the girl became cooperative in class -- so much so that they were able to take a field trip to the city and also went out for breakfast at the end of the semester. In food science class, she tended to argue with another student and did not get much accomplished. In clothing and textiles she worked with an aide and overcame her fear of the sewing machine and the iron. In the second semester, she made a pair of shorts and worked on an apron. In addition, her work experience project was to look after the school's pop machine and this was a challenging activity for her. As her behavior became more acceptable throughout the school year, teachers and students alike became more willing to interact with her.

The fourth student, a boy, worked in the community in a restaurant every morning and in the afternoon he worked with power tools in industrial arts or took physical education. He appeared to be diligent in his work and did not seem to experience the socialization problems demonstrated by the three girls.

The classroom support team readily admitted that the changes had been painfully wrought. In the first term the CST did not go into the relevant classes in advance and explain the needs of these special students to the other students. As a result, the students did not always respond in a positive way. In the second term, she did go in and asked for the students' help in dealing with the disabled students' lack of social skills. Her experience with the Circle of Friends concept in the first semester also lent support to this approach.

As anticipated, the teacher aides experienced a significant change in their role in Year Five. They felt that they had worked very hard with these students over the years and that some of their achievements were being destroyed through the shock of integration. The students initially felt insecure without their aides constantly beside them, but on the other hand the aides found it difficult to let them go. They found themselves helping regular classroom teachers half the time.

The classroom support team did not function smoothly. The full-time CST was new to the school and was implementing significant changes to the service. The aides felt that communication within the team was poor, that their ideas were not accepted and that they no longer had input into planning. The community-based portion of the program was not continued in the way it had been handled in Year Four, and a disagreement arose over the need for special insurance to transport students in staff-owned vehicles. The principal had to conduct some roundtable discussions to get the team functioning again.

The impact of all this change was felt sharply by the regular classroom teachers who tended to become polarized in their views. At the beginning of the year, very few teachers would accept the special needs students into their classrooms, and as outlined above, initial acceptance later led to rejection. As the year progressed, however, success stories such as the field trip to the city had a positive effect, and several more teachers became willing to get involved with integration. But as the year drew on, the majority of staff members continued to have some major concerns that are summarized as follows:

1. The degree of integration should be dependent on the special needs of the student (a "case-by-case" approach) -- for some but not all.

2. The amount of resources required to meet the needs of a very small number of students who demonstrate minimal progress might not be justified.

3. No special training had been provided for teachers to prepare them to work with special needs students.

4. Work experience/community living/life skills programs were not stressed enough for the disabled students who were gaining socialization skills at the expense of living skills.

5. Teachers in lower level or activity-based courses were forced to bear the brunt of integration as most special needs students were registered in their classes.

6. Slow learners' needs were no longer being adequately addressed as there were no more pull-outs/tutorials. In addition, a remedial reading program was identified as a strong need.

7. Modifying programs could take time teachers did not feel they had. There was also no time scheduled for consultation regarding IEPs.

8. A few students would benefit from integration but the majority would lose.

9. Students' self-esteem needs were not being adequately addressed.

10. Could credits be modified? Special needs students should register in course areas, not specific course numbers. Or perhaps a special diploma could be awarded. It was not clear if or how these students could graduate.

11. The new attendance policy and increasing behavior problems among students were making teachers' jobs more difficult already and special needs students added more stress to their workload.

Several teachers indicated that they would strongly object to having special needs students in their classes. As one teacher commented, "They see integration as an intrusion on their time and energy, and they are afraid."

On the other side of the issue, a small but growing number of teachers were becoming more committed to the concept of integration. Those who had tried to work with it were beginning to see such benefits as improved social skills in the special needs students and improved tolerance and acceptance on the part of their peers. Teachers who were willing to experiment with their teaching methods were finding some positive results as well. In particular, the ABC approach (Advancement Based on Competency) was seen to have particular applicability in a classroom where abilities varied significantly. Also, the peer support embodied in the Circle of Friends concept appeared to have powerful implications. As one teacher said, "As a humanitarian, it is my job to include everyone in my class. Like anyone else, you just have to get to know them."

The days ticked by toward the end of the school year but discussion continued with no sign of losing steam. Southside teachers continued to be "a staff divided."

## Cross Case Analysis

Across six cases some interesting patterns come to light. There seems to be a continuum in both acceptance and implementation of integration, from limited acceptance to general acceptance, and from limited implementation to general implementation. Acceptance could be defined as the willingness of school staff members to adopt the philosophy of integration as their own. Implementation could be defined as the degree to which integration activities dominated interactions with students with special needs. These two continua can be placed on intersecting axes as in the diagram below and the cases can be plotted accordingly.

| | Limited Acceptance | General Acceptance |
|---|---|---|
| Limited Implementation | Southside Composite H.S. | Taylor School<br>Thorpe H.S. |
| General Implementation | Fisher School | H.R. Fox School<br>Odin School |

## Limited Acceptance - Limited Implementation

While a great deal of attention was paid to several high profile students with multiple disabilities who were making the transition from segregation to integration, many students in Southside Composite, who in another environment might have been identified as encountering difficulty learning, were not on modified programs. The CSTs were not providing support to teachers as much as they were providing support to students, and there was not a lot of interaction occurring between CSTs and many teachers. In fact, teachers who accepted the concept of integration appeared to be very much in the minority, although the number had continued to grow throughout Year Five. The strength of negative opinion toward integration on the part of some teachers was countered to an extent by the strength of commitment to integration demonstrated by a few others, but on balance integration was still a long way from general acceptance at Southside Composite.

## General Acceptance - Limited Implementation

For very different reasons, two of the cases could be placed in the quadrant for General Acceptance-Limited Implementation. Taylor School, because of its small size and limited resources, was unable to provide the variety of strategies that could be found in a larger school. The absence of an identifiable CST detracted from the focus integration activities could have had, but this lack was shored up by the collaboration and teamwork of the small staff. The highly qualified aide was not used to the fullest extent by all staff members, and the mid-year change in administrators resulted in a certain hesitation while everyone waited to see what the new regime would bring.

Thorpe High School changed little during the study period. While acceptance of individual differences appeared high, the classroom support process did not exist to any significant degree. A pull-out system much like the old one continued to exist, and the CST did not provide support in regular classrooms. The lack of timetable support for this to occur and the lack of any aide time in the industrial arts environment for a student in obvious need of support, were two indicators that administration did not have a clear vision of what integration should look like at Thorpe, nor that support for change was particularly strong. It appeared that an early advantage and an accepting attitude had not been nurtured into a full-fledged process for integration, but had withered from lack of motivation and innovation. As the study period drew to a close, attention was diverted to the students at risk, a special needs group not included in this evaluation, and the potential existed for students with disabilities to receive even less attention in future.

## Limited Acceptance - General Implementation

At Fisher School the process of integration had focused at the primary level. As a result, the upper elementary grades did not receive enough support and training to help them deal with implementation issues at that level. Thus, addressing special needs in the upper grades, dealing with behavior problems and use of disciplinary methods with special needs students remained problematic. Only half the teachers demonstrated a pro-active approach to integration, the rest were hesitant or had doubts. Not surprisingly, a pull-out approach was still perceived as the best solution by many. Communication about integration still required improvement, particularly between the CST team and administration and between the CST team and the staff. The responsibility for IEP preparation still lay with the CST, which perhaps reflected the attitude of the school that integration was all right but it would be better if it happened somewhere else.

## General Acceptance - General Implementation

Again, two cases could be placed in this quadrant. At H.R. Fox attitudes had shifted considerably over the five-year period from limited acceptance despite mandated policies, to, finally, a kind of general acceptance and willingness to try new strategies and approaches. A lot of the change was due to the presence, in Years Four and Five, of a CST with good communication skills and a bagful of classroom strategies. Her non-threatening approach to working with IEPs and her ability to work as a team player in another teacher's classroom had helped reduce a number of barriers. It is interesting to note that she did not have a special education background but was, rather, a former physical education teacher. The turnaround some of the older staff members had experienced reinforced the concept that teachers are always willing to learn if someone can make it meaningful for them. Staff at Fox would be the first to say that there was still a long way to go to achieve full integration, and not all students with special needs were equally served, but the degree of change over time was such that further acceptance and implementation in the future were likely.

Odin School staff had never experienced the same degree of hostility as had other staffs because teachers had appeared willing to learn and had put the students' needs first. The collaboration employed by the school administration and the pro-active approach to policy development helped set the school on the right track. The CST, who during her leave had upgraded her knowledge in the area of integration, came back to the school with renewed vigor and enthusiasm. Again, as at H.R. Fox, the ability of this key staff member to work with teachers in a collaborative, non-threatening and useful way was critical to the adoption of appropriate classroom strategies. Another positive factor was involvement in the division research project that fostered professional development. It had provided a forum for teachers to explore their classroom practice in a non-threatening collegial environment. Again, teachers would be the first to say that not all children had been equally served, nor had many severely disabled children enrolled during the five-year period, but overall acceptance of integration and the implementation of it in classrooms was entrenched and teachers were willing to deal with the problems that came up.

Some themes emerged across the six cases. While not necessarily generalizable, they are illustrative of the integration process and the frame of reference in which the schools find themselves today. Based on visits to the case study sites, observation in class and interviews with staff, the following comments are advanced:

1. The schools appeared to be on both a continuum of acceptance and a continuum of implementation. Schools passed through similar stages of acceptance and implementation though at different periods and for different lengths of time.

2. It took at least three years to overcome the hostility engendered by the top-down decision to integrate and some residual bitterness remained.

3. Policy tended to precede practice. Schools with clearly thought out integration policies tended to have a clearer direction, although policy did not necessarily engender acceptance.

4. Administrative support that went beyond a reiteration of Central Office policy produced greater results. The commitment of school administration, as evidenced by provision of regular classroom teacher-CST meeting time, involvement in CST team activities, facilitation of communication between the CST team and staff and a general pro-active stance, moved schools more quickly toward the goal of integration.

5. The CST played a pivotal role. The CSTs who were good communicators and collaborators were the most effective. Only once the respect and trust of regular classroom teachers was gained could the specialized skills and knowledge of the CST be employed.

6. Schools in which regular classroom teachers had accepted the responsibility for IEP preparation were more likely to have a more effective integration process.

7. Schools in which IEP preparation included parental involvement beyond a signature tended to have a more effective integration process.

8. Schools in which aides were treated as colleagues with specialized skills and who were included in collaborative activities tended to have a more effective integration process.

9. The issue of pull-out had not been successfully resolved in any school. In some situations it was used inappropriately to relieve the teacher, in others it could have been used effectively but teachers were afraid to use it as a strategy at all.

10. Elementary schools tended to adapt to integration more readily than high schools, and primary grades more readily than upper elementary grades. As content became more of a focus in the classroom new strategies were still required to address both academic and self-esteem needs.

11. Students' behavior and motivational problems were linked to issues beyond the purview of the school (e.g., family violence, neglect, nutrition, substance abuse). They appeared to be of growing concern to teachers yet solutions and strategies were scarce.

12. Integration was only one of an ongoing series of new ideas that teachers must digest and incorporate into daily practice. Others include whole language, program continuity, attendance and promotion policies, continuous progress, inclusion and a constantly changing curriculum. It appeared that excellence was difficult to achieve in a continually changing context and the daily challenge faced by teachers was significant.

13. Lifeskills for students with severe disabilities had not been adequately addressed, particularly at the high school level. As school is likely to be the only preparation for life these students will encounter, issues beyond self-esteem and work experience (which was not well implemented) need to be addressed.

14. Few schools had medically fragile students enrolled, so related legal and safety issues could not be explored.

# Chapter 6 School Survey

The school survey sent to all school based personnel in the division addressed a number of integration issues. The following chapter details the results of survey procedures including overall response rates and representativeness, a breakdown of respondent characteristics followed by condensed response analyses of survey items. A comprehensive breakdown of survey responses is contained in Appendix 2. Response analyses are grouped and presented as implementation issues or as program outcome issues. The chapter concludes with a brief summary.

## Response Rates and Sample Representativeness

A total of 427 school surveys were delivered to staff who worked in a school in the Yellowhead School Division in May 1991. Respondents were asked to complete and return the survey to the evaluators by May 29, 1991. A total of 249 surveys were returned within the allotted time. The cutoff was set at June 4, 1991 to accommodate mail delivery. An additional 25 surveys were received after this time, following a telephone reminder to each school principal. A statistical comparison was conducted to determine if late respondents differed in any systematic way from earlier respondents. No significant differences were detected, so data from all returned surveys were included in the analysis.

The obtained sample of 274 yielded an overall response rate of 64%. With this level of response, results could be considered representative of the true population to within ± 3.55% ($p < .05$) (Vockell, 1983:113,114). We can, therefore, be confident that 95 times out of 100, results from this survey were indicative of the true opinions of Yellowhead school personnel to within 3.55% in either direction.

## Respondent Characteristics

Respondents to the survey represented a wide range of school personnel types from all possible levels and sizes of school. Following is a breakdown of respondent characteristics.

**Table 7**
**Demographic Characteristics of Survey Respondents***

| School Level | Survey Respondents | |
|---|---|---|
| | n | % |
| Elementary | 128 | 49.0 |
| Junior High | 22 | 8.4 |
| Senior High | 30 | 11.5 |
| Combined Elementary/Junior High | 27 | 10.3 |
| Combined Junior/Senior High | 43 | 16.5 |
| Other (ECS-12) | 11 | 4.2 |
| Missing | 13 | |
| **School Size (Enrolment)** | **n** | **%** |
| Under 100 | 18 | 6.9 |
| 100-150 | 8 | 3.1 |
| 151-200 | 19 | 7.3 |
| 201-250 | 46 | 17.7 |
| More than 250 | 169 | 65.0 |
| Missing | 14 | |
| **Position** | **n** | **%** |
| Classroom Teacher | 149 | 58.7 |
| Classroom Support Teacher | 8 | 3.1 |
| Aide (Teacher/Classroom/Clerical) | 39 | 15.4 |
| Custodial Staff | 7 | 2.8 |
| Principal/Vice or Assistant Principal | 18 | 7.0 |
| Other | 33 | 13.0 |
| Missing | 20 | |

**Table 7 Demographic Characteristics of Survey Respondents (contd.)**

| Years Teaching Experience | n | % |
|---|---|---|
| First year | 17 | 8.9 |
| 2 to 5 years | 33 | 17.3 |
| 6 to 10 years | 31 | 16.2 |
| 11 to 15 years | 49 | 25.7 |
| 16 to 20 years | 28 | 14.7 |
| 21 to 25 years | 16 | 8.4 |
| More than 25 years | 17 | 8.9 |
| Missing | 83 | |

* Missing data have been removed from percentages.
*Note:* Percentages may not sum to 100 due to rounding error.

The majority of respondents to the survey were classroom teachers (59%), from elementary schools (49%) and from schools with greater than 250 students (65%). This pattern was consistent with the general makeup of the district. Most teachers who responded were fairly experienced with 58% having 11 or more years teaching experience.

It should be noted, however, that a number of individuals opted not to respond to these survey items. Several such respondents indicated that their reason for non-response was concern about confidentiality. No determination can be made regarding the relative representation of this group of respondents.

To maintain the confidentiality of those who did provide personal background information, only limited analysis will be done with these data. The ensuing sections include several comparative analyses relative to school type (i.e., elementary/secondary). Additional comparisons were seen as potentially sensitive to respondents and were not considered pertinent to the evaluation.

A certain degree of variance existed in the total number of valid responses to different items throughout the survey. The number of valid responses, presented as a range, are at the beginning of each section, before the discussion of results. For specific figures relating to individual items, please consult Appendix 2. Unless otherwise stated, Not Applicable, No Opinion or Don't Know responses have been removed from the analysis.

## Implementation Issues

To assess school personnel's perspective in the implementation of Integrated Services, survey items were included on the following issues: communication, training and resource adequacy and use.

### *1 Communication*

To assess the extent and efficacy of the communication process, staff were asked whether they felt they had had enough input into the decision to begin integration in the division and whether they felt they currently had enough input into integration planning in their own school. Staff were also asked to gauge the frequency with which they discussed integration issues with various individuals or groups. This was intended to provide an indication of the communication network that existed in the division. Finally, teachers were asked to rate the adequacy of feedback received about classroom activities related to integration. Valid responses for these items varied from 246 to 271 unless otherwise stated.

### 1.1 Input and Planning

Table 8 presents summary data regarding perceived input into the integration decision and into current school planning.

**Table 8**
**Decision and Planning Input by Response Category***

| Survey Item | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| I feel I had enough input into the decision to begin integration in the school district | 113 | 55.4 | 60 | 29.4 | 20 | 9.8 | 7 | 3.4 | 4 | 2.0 |
| I feel that I currently have enough input into planning related to integration in my school | 41 | 17.7 | 75 | 32.5 | 40 | 17.3 | 58 | 25.1 | 17 | 7.4 |

* Not Applicable data and Missing data have been removed from percentages.
*Note:* Percentages may not sum to 100 due to rounding error.

Eighty-five percent (85%) of those who voiced an opinion Disagreed or Strongly Disagreed that they had not had enough input into the integration decision. Five percent (5%) either Agreed or Strongly Agreed that they had had enough input.

Respondents were generally more positive regarding their degree of input into integration planning in their school. While the largest group still indicated some degree of disagreement to the statement (50%), almost a third of those responding (32%) indicated that they did have enough input into planning.

An independent samples t-test revealed that respondents at the elementary school levels were significantly more positive regarding the adequacy of their input into integration in the school (p = <.01).

## 1.2 Networking

Staff were asked to rate the frequency with which they discussed integration issues with the following: school administration, the classroom support team, other teaching staff in their own school, support staff in their own school, staff in other schools, professional associations, a professional development support group, parents or interest groups for the disabled.

Below is a summary of response frequencies by potential networking source.

**Table 9**
**Networking Source by Frequency of Information Exchange***

| Source | Never | | Occasionally | | Frequently | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| School administration | 49 | 19.2 | 157 | 61.6 | 49 | 19.2 |
| Classroom support team | 36 | 14.6 | 105 | 42.7 | 105 | 42.7 |
| Other teaching staff – own school | 12 | 4.7 | 166 | 65.4 | 76 | 29.9 |
| Other support staff – own school | 50 | 19.7 | 136 | 53.5 | 68 | 26.8 |
| Staff in other schools | 131 | 51.6 | 120 | 47.2 | 3 | 1.2 |
| Professional associations | 185 | 72.5 | 66 | 25.9 | 4 | 1.6 |
| Support group for professional development | 203 | 80.6 | 36 | 14.3 | 13 | 5.2 |
| Parents | 66 | 25.9 | 159 | 62.4 | 30 | 11.8 |
| Interested groups for the disabled | 222 | 87.4 | 32 | 12.6 | 0 | 0 |

* Missing data have been removed from percentages.
*Note:* Percentages may not sum to 100 due to rounding error.

Most staff reported discussing integration issues with some degree of frequency within their own school or with parents. Eighty percent (80%) reported either frequent or occasional discussions with both the administrative staff and the support staff at their school. Eighty-five percent (85%) reported similar discussions with the classroom support team in their school and 95% conversed with other teaching staff. Seventy-four percent (74%) had discussed integration issues to some extent with parents. Some degree of communication appeared to occur outside the school but was of a limited extent. Less than half of those responding (48%) indicated they exchanged information with staff in other schools, 25% with professional associations and 13% with disability interest groups. Respondents mentioned several other groups and agencies as having been involved in dialogue regarding integration. Two respondents indicated they talked to Central Office staff regarding integration issues. One respondent each indicated they had discussed integration with community members, with CBC Radio, with representatives at the local health unit or at the Minister's Forum on Special Education (May 1991).

Response comparisons, using an independent samples t-test, indicated some notable differences regarding the extent of networking at the elementary and high school levels. Elementary staff were significantly more likely to discuss integration issues with their classroom support team (p = <.01), with other support staff in their own school (p = <.01) and with parents (p = <.05). They were less likely, however, to have discussed such issues with the self-directed professional development support group (p = <.05). No significant differences were found relative to the other networking sources.

### 1.3 Feedback

A total of 169 teachers responded to this item. Thirty indicated that they had No Opinion. Teachers were divided regarding the adequacy of feedback received on their integration activities in the classroom. Fifty-three percent (53%) of the 169 teachers responding to this item felt that feedback was Inadequate or Very Inadequate. Slightly fewer (47%) felt that feedback was Somewhat to Very Adequate.

Further analysis, using an independent samples t-test, revealed that elementary school teachers were significantly more positive regarding the adequacy of this feedback than were high school teachers (p = <.01).

## 2 *Training*

The survey addressed three different aspects of personnel training -- the inservice training received before implementation of integration, that received since its onset and the perceived need for further training in the future. Teachers were also asked to indicate whether they had a degree with specialization in special education. The valid responses for this section varied from 270 to 271 unless otherwise stated.

Table 10 presents a summary of survey responses regarding the provision of training to school-based staff.

**Table 10**
**Adequacy of Prior, Ongoing and Future Training by Category***

| Survey Item | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| I feel I had enough inservice / training before the start of integration | 121 | 52.2 | 74 | 31.9 | 22 | 9.5 | 15 | 6.5 | 0 | 0.0 |
| The inservice / training I have received since integration began has been adequate | 76 | 31.5 | 109 | 45.2 | 32 | 13.3 | 24 | 10.0 | 0 | 0.0 |
| I feel I need further inservice / training related to integration in the future | 9 | 3.6 | 8 | 3.2 | 19 | 7.7 | 105 | 42.3 | 107 | 43.1 |

* Not Applicable data and Missing data have been removed from percentages.
*Note:* Percentages may not sum to 100 due to rounding error.

Staff indicated a general dissatisfaction with the training they had received related to integration either before or since its implementation. Eighty-four percent (84%) of responding individuals either Disagreed or Strongly Disagreed that they had had enough prior training and 77% responded similarly regarding ongoing training. Staff further indicated considerable desire for additional training or inservice in the future. Eight-five percent (85%) of responding staff members Agreed or Strongly Agreed that they felt a need for further training.

When asked whether they had a degree or diploma in Special Education, 10% of 189 responding teachers indicated they had. A further 2% indicated that they had partially completed or were working toward such qualifications.

## *3 Resource Adequacy and Use*

Staff were asked to rate the adequacy of various resources considered relevant to integration. Teachers were also asked to indicate the frequency with which they had used certain support resources for help with integration issues in the classroom. Valid responses for this section varied between 267 and 271 unless otherwise stated.

### 3.1 Adequacy

The resources rated for adequacy included: funding, classroom support, testing and assessment, facilities and equipment, and transportation. The breakdown of responses appears in Table 11.

## Table 11
## Available Resources by Perceived Adequacy*

| Available Resource | Very Inadequate | | Inadequate | | Somewhat Adequate | | Adequate | | Very Adequate | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| Funding | 27 | 13.6 | 75 | 37.9 | 48 | 24.2 | 40 | 20.2 | 8 | 4.0 |
| Classroom Support | 44 | 17.1 | 75 | 29.1 | 80 | 31.0 | 46 | 17.8 | 13 | 5.0 |
| Testing and Assessment | 32 | 14.7 | 79 | 36.4 | 63 | 29.0 | 38 | 17.5 | 5 | 2.3 |
| Facilities / Equipment | 27 | 11.5 | 78 | 33.2 | 68 | 28.9 | 54 | 23.0 | 8 | 3.4 |
| Transportation | 10 | 7.4 | 16 | 11.8 | 23 | 16.9 | 72 | 52.9 | 15 | 11.0 |

* No Opinion data and Missing data have been removed from percentages.
*Note:* Percentages may not sum to 100 due to rounding error.

The largest proportion of responding staff members felt that available resources were either Inadequate or Very Inadequate in all areas except transportation. Forty-six percent (46%) indicated inadequacies in classroom support resources and 51% in testing and assessment resources. Forty-five percent (45%) and 52%, respectively, considered facilities and equipment resources or funding resources to be Inadequate. The largest proportion of respondents (47%) indicated that they had No Opinion regarding the adequacy of transportation resources. Of those that did express an opinion, 64% considered them to be either Adequate or Very Adequate. Nineteen percent (19%) felt transportation was Inadequate or Very Inadequate.

Comparison of responses, using an independent samples t-test, revealed that elementary school personnel perceived available resources to be significantly more adequate than did high school personnel (p = <.01). No significant difference in opinion existed between the two groups regarding transportation resources.

### 3.2 Services Used

The following list of resource services was provided for teachers to indicate frequency of use: consultants, Central Office staff, the local health unit, the Education Response Centre, Alberta Family and Social Services, Edmonton Public School Board-Consulting Services, the Glenrose Rehabilitation Hospital or some other resource the respondent could specify. Between 195 and 198 teachers responded to these items.

Table 12 contains the breakdown of teacher responses regarding the use of these identified resources.

**Table 12**
**Resource Services by Frequency of Use***

| Potential Resource | Never | | Occasionally | | Frequently | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| Consultants | 67 | 33.8 | 123 | 62.1 | 8 | 4.0 |
| Central Office staff | 94 | 48.0 | 92 | 46.9 | 10 | 5.1 |
| Local health unit | 109 | 55.3 | 81 | 41.1 | 7 | 3.6 |
| Education Response Centre | 172 | 88.2 | 22 | 11.3 | 1 | 0.5 |
| Alberta Family & Social Services | 134 | 68.0 | 59 | 30.0 | 4 | 2.0 |
| Edmonton Public School Board — Consulting Services | 156 | 79.6 | 39 | 19.9 | 1 | 0.5 |
| Glenrose Rehabilitation Hospital (Edmonton) | 147 | 75.0 | 49 | 25.0 | 0 | 0.0 |

* Missing data have been removed from percentages.
*Note:* Percentages may not sum to 100 due to rounding error.

With the exception of consultants, the largest proportion of responding teachers indicated that they had never used any of these resource services. Consultants, however, were used occasionally by 62% of responding teachers and frequently by 4%. Central Office staff were occasionally consulted by 47% of respondents. The local health unit was occasionally used by 41% of respondents and Alberta Family and Social Services by 30%. In no case did the proportion of respondents indicating frequent use exceed 5%.

Comparison between the elementary and secondary school levels indicated that elementary school teachers were generally more likely than high school teachers to use certain support resources. Frequency of use was significantly higher with this group regarding contact with consultants ($p = <.01$), Central Office staff ($p = <.01$), the local health unit ($p = <.01$), Alberta Family and Social Services ($p = <.05$), the Edmonton School Board ($p = <.01$) and the Glenrose Rehabilitation Hospital ($p = <.01$). No difference existed in frequency ratings for the Education Response Centre.

## Program Outcome Issues

A number of items were included in the survey to measure relevant changes and outcomes that had occurred as a result of integration. First, staff were asked to rate the overall impact they perceived in their school as a result of integration. Staff were then asked to rate the general attitudes of various stakeholder groups both when integration began and at the time of the survey. Staff were further asked to rate change in various cognitive, social and behavioral characteristics of students who were integrated and also for regular students. An overall effectiveness rating was also requested for various types of special needs students. Teachers were asked to identify specific teaching strategies they now used as a result of integration, to rate the qualitative impact of integration on their teaching style and to rate the effectiveness of Individualized Education Plans (IEPs). In concluding the survey, all staff rated their overall satisfaction with integration -- at the school and at the division level -- and the efficacy of the division in achieving the stated goal of Integrated Services. Space was provided for respondents to specify program strengths and weaknesses, to comment on any unanticipated or surprise occurrences they had experienced and to identify issues they felt needed to be resolved by the division. Respondents were asked finally to advance any recommendations they would offer other school divisions considering the implementation of integration.

## *1 Overall Impact*

Two survey items were assessed to determine the overall impact of integration on the schools. Respondents were asked directly to rate the general impact they perceived and to estimate the degree to which attitudes had changed for various relevant groups. The valid responses for this section varied from 242 to 264 unless otherwise stated.

### 1.1 General Impact

When asked to assess what the general impact of integration had been in their school, the majority of staff responding (76%) reported feeling that the change to integration had had a Moderate to Very High impact on their school. Fourteen percent (14%) felt the impact was Low or Very Low and 10% had No Opinion or Didn't Know.

No significant difference was apparent regarding the perceived degree of impact for elementary or secondary respondents.

### 1.2 Attitude Change

Staff were asked to rate their perception of the general attitudes at the time integration began of themselves, teachers, teacher aides, school administration, students, parents and community members. They were asked to rate these same attitudes at present. Ratings were made from Very Negative to Very Positive with Neutral being the midpoint. A Don't Know/No Opinion option was also included.

An average of 31% of respondents across all groups indicated that they didn't know or had no opinion regarding attitudes held when integration began. Many indicated it was because they were not working in the division at the time. An average of 22% of respondents across groups did not have an opinion at the time of the survey. These responses have been excluded from the ensuing analysis.

Table 13 presents the mean response ratings for each relevant individual or group both at the onset of integration and the present time and the residual differences between the two.

**Table 13**
**Mean Attitude Ratings by Time**

| | When Integration Began | Now | Difference |
|---|---|---|---|
| Respondent | 2.89 | 3.18 | 0.29* |
| Teachers | 1.99 | 2.79 | 0.80* |
| Teacher Aides | 2.80 | 3.32 | 0.52* |
| School Administration | 3.10 | 3.64 | 0.54* |
| Students | 2.99 | 3.30 | 0.31** |
| Parents | 2.58 | 3.11 | 0.53* |
| Other Community Members | 2.70 | 3.18 | 0.48* |

**Scale**
1 = Very Negative 2 = Negative 3 = Neutral 4 = Positive 5 = Very Positive
* Significant (p = <.01) ** Significant (p = <.05)

Analysis of the above table reveals that respondents perceived positive attitude change relative to all specified target groups. Moreover, a paired samples t-test revealed that the degree of change was significant in all cases. Interestingly, the group that was perceived to have realized the greatest positive attitude change (teachers) was also the group who appeared to be the most negative toward integration when it was first adopted. On average, teachers appeared to be Negative to Very Negative toward integration when it began. At the time of the survey, teachers were generally Neutral to Negative toward the practice. All other target groups appear to have been less negative in the beginning and to have realized a smaller attitude change, but were generally more positive overall.

An independent samples t-test was conducted to determine if any significant differences existed regarding respondent attitude relative to level of school (elementary or secondary). Results indicated that individuals in an elementary school were significantly more likely to report positive attitudes at time of survey (p = <.01). No significant differences in attitude existed between the two groups when integration began.

## *2 Impact of Integration on Students*

### 2.1 Cognitive, Social and Behavioral Development

Students' self-esteem, academic performance, work-related behavior, ability to work cooperatively with classmates, interactive ability within the school, and tolerance and understanding levels were all given a rating from Much Lower (1) to Much Higher (5) with No Difference (3) being the midpoint. Separate ratings were made for integrated students (as defined by IEP assignment) and other students. A Don't Know option was also included for those who did not have an opinion regarding these issues. The valid responses for this section varied from 256 to 253 unless otherwise stated.

An average of 25% of those responding indicated that they didn't know the direction of integrated students' development and 21% did not know for other students. These responses have been excluded from the analysis.

Table 14 contains the frequency breakdown in each developmental area by the two identified student types.

## Table 14
## Developmental Change by Area and Student Type*

| Developmental Area | Student Type | Lower | No Difference | Higher |
|---|---|---|---|---|
| Self-esteem | Integrated Students | 22 (10.7) | 41 (20.0) | 142 (69.2 |
| | Other Students | 11 (5.6) | 146 (74.8) | 38 (19.4 |
| Academic Performance | Integrated Students | 24 (13.8) | 77 (44.5) | 72 (41.6 |
| | Other Students | 37 (19.2) | 145 (75.1) | 11 (5. |
| Work-related Behavior | Integrated Students | 36 (19.9) | 58 (32.1) | 87 (48. |
| | Other Students | 44 (23.0) | 128 (67.0) | 19 (9. |
| Cooperative Behavior | Integrated Students | 25 (13.0) | 49 (25.4) | 119 (61. |
| | Other Students | 25 (12.6) | 85 (42.9) | 88 (44. |
| Interactive Ability | Integrated Students | 21 (10.3) | 41 (20.1) | 142 (69. |
| | Other Students | 12 (6.0) | 122 (61.3) | 65 (32. |
| Tolerance and Understanding | Integrated Students | 18 (9.9) | 75 (41.2) | 89 (48. |
| | Other Students | 22 (10.9) | 47 (23.3) | 133 (65 |

* Don't Know data and Missing data have been removed from percentages.
*Note:* Percentages may not sum to 100 due to rounding error.

The degree of perceived developmental change was largely neutral or positive for both types of students. The majority of other students demonstrated no difference in performance in all areas with the exception of cooperative behavior and tolerance and understanding. The largest proportion of survey respondents indicated that these students' ability to work cooperatively with classmates was either Higher or Much Higher (45%). Sixty-six percent (66%) of respondents felt that other students demonstrated higher levels of tolerance and understanding than was the case before integration. The largest proportion of respondents reported that integrated students were demonstrating positive change in all developmental areas except academic performance. In this case, 46% indicated that they perceived no difference in academic performance for these students as opposed to 42% who noticed positive change.

It should be noted that between 6% and 23% of respondents reported to have noticed negative changes in the specified developmental areas. Two areas appear to be of particular concern -- academic performance and work-related behavior. Fourteen percent (14%) of integrated students and 19% of other students are perceived to be functioning at lower academic levels. Twenty percent (20%) of integrated students and 23% of other students appear to be less capable of work-related behavior in the classroom.

### 2.2 Integration and Disability Type

Survey respondents were asked to indicate the overall effectiveness of integration for the following types of special needs students: physically disabled, hearing impaired, visually impaired, mildly mentally handicapped, moderately mentally handicapped, severely mentally handicapped, the learning disabled and behavior problems. Ratings were made from Very Ineffective (1) to Very Effective (5) with the midpoint being Moderately Effective (3). Respondents were asked to indicate Not Applicable if they had not had experience with any of the listed disability types. The valid responses for this section varied from 254 to 261 unless otherwise stated.

Staff indicated that they had had fairly limited exposure to several of the listed disability types within their schools. Seventy-four percent (74%) had no experience with visually impaired students, 65% had none with multi-handicapped students, and 60% had had no school experience with either hearing impaired or severely mentally disabled students. The majority of those responding had been exposed to students with physical disabilities (53%), moderate mental disabilities (58%), mild mental disabilities (67%), behavior problems (86%) and hearing disabilities (89%).

Responses indicating lack of experience with particular student types have been excluded from the analysis.

Table 15 presents the average rating for each of these special needs areas.

**Table 15**
**Mean Effectiveness Ratings by Special Need Area**

| Special Need | Mean Effectiveness |
|---|---|
| Physically Disabled | 3.66 |
| Hearing Impaired | 3.73 |
| Visually Impaired | 3.24 |
| Mildly Mentally Handicapped | 3.27 |
| Moderately Mentally Handicapped | 2.98 |
| Severely Mentally Handicapped | 2.36 |
| Multi-Handicapped | 2.70 |
| Learning Disabled | 3.17 |
| Behavior Problems | 2.47 |

**Scale:**

1 = Very Ineffective
2 = Ineffective
3 = Moderately Effective
4 = Effective
5 = Very Effective

Analysis of the above table reveals that integration was perceived as least effective for students with severe mental handicaps (2.36) and most effective for those with hearing impairments (3.73). Overall, integration was also seen as a less than effective strategy (mean score below 3.00) for students manifesting behavior problems (2.47), multiple handicaps (2.70) and moderate mental handicaps (2.98). On the other hand, integration was perceived as a largely effective strategy (mean score above 3.00) for students experiencing learning disabilities (3.17), visual impairment (3.24) and mild mental handicaps (3.27).

## 3 *Teaching Methods*

### 3.1 Identified Strategies

To assess the impact of integration on teaching methods, respondents who were teachers were asked to identify teaching strategies they used as a result of integration, to qualitatively rate how the change had affected their teaching style and to rate the effectiveness of IEPs. The valid responses for this section varied from 187 to 190 unless otherwise stated.

Following is a summary of the teaching strategies specified by teachers who responded to this request.

**Table 16**
**Most Frequently Cited Teaching Strategies**

| Rank | Strategy | f | % |
|---|---|---|---|
| 1 | Cooperative learning | 41 | 14.8 |
| 2 | Peer teaching/tutoring | 38 | 13.7 |
| 3 | Modified assignments/programming/marking | 32 | 11.6 |
| 4 | Individualized work/IEPs | 23 | 8.3 |
| 5 | Small groups/group work | 20 | 7.2 |
| 6 | Circle of friends | 13 | 4.7 |
| 7 | a) One-on-one assistance | 12 | 4.3 |
|  | b) Parent/aide/classroom support | 12 | 4.3 |
| 8 | Varied/lessened expectations | 10 | 3.6 |
| 9 | Buddy system | 8 | 2.9 |
| 10 | Whole language | 6 | 2.3 |

*Note:* Percentages indicate proportion of total comments made to question.

The most commonly used teaching strategy in response to integration appeared to be cooperative learning, which accounted for 15% of all strategies listed. Peer teaching and modified assignments were also frequently mentioned, accounting for 14% and 12% of reported strategies, respectively.

### 3.2 Effect on Teaching Style

When asked to indicate how the change to integration had affected their teaching style, the largest proportion of responding teachers (45%) indicated it had stayed the same. Thirty-five percent (35%) reported it had either been Positively or Very Positively affected. Ten percent thought it had been Negatively affected to some extent and 8% had no opinion.

Statistical comparison, using an independent samples t-test, revealed teachers at the elementary school level were significantly more positive regarding the effect of integration on their teaching style then were secondary school teachers (p = <.01).

### 3.3 IEP Effectiveness

Teachers were fairly divided regarding the effectiveness of IEPs. Thirty-four percent (34%) considered them Effective or Very Effective, 20% felt they were Ineffective or Very Ineffective and 28% were Neutral. Seventeen percent (17%) reported No Opinion.

## *4 Satisfaction, Goal Achievement and Recommendations*

In concluding the survey, respondents were asked to estimate their overall satisfaction regarding the implementation of integration and their perceptions of the extent of goal achievement in the Yellowhead Division. Open-ended questions asked respondents to identify strengths, weaknesses, unanticipated outcomes, unresolved issues and recommendations. A total of 262 individuals responded to the questions on satisfaction and goal achievement. The open-ended nature of the remaining survey items precludes a breakdown by respondent type, so they are analyzed relative to total comments made.

### 4.1 Satisfaction with the Implementation of Integration

Table 17 presents a summary of responses regarding satisfaction with the integration process at the school and at the division level.

**Table 17**
**Satisfaction with Integration Implementation by Level***

| Level | Unsatisfied | Neutral | Satisfied |
|---|---|---|---|
| School | 95 (38.5) | 63 (25.5) | 89 (36.1) |
| Division | 89 (43.0) | 52 (25.1) | 66 (31.9) |

* Missing data have been removed from percentages.
*Note:* Rate percentages may not sum to 100 due to rounding error.

Overall, respondents appear to be somewhat dissatisfied with the implementation of integrated services with the largest proportion of responding staff members reporting dissatisfaction at the division level (43%) and at the school level (39%). Slightly more respondents reported satisfaction with integration at the school level (36%) than across the division as a whole (32%). It should be noted that 15 respondents did not express an opinion regarding in-school implementation and 55 had No Opinion regarding the division.

Comparison across groups using an independent samples t-test revealed that elementary school personnel reported significantly higher satisfaction with implementation both at the school ($p = <.01$) and division level ($p = <.05$) than did secondary school personnel.

### 4.2 Goal Achievement

In terms of goal achievement, 76% of those who responded (n=235) felt that the Yellowhead School Division was either Effective or Very Effective in achieving its stated goal of age appropriate integration. Fourteen percent (14%) considered the division to be ineffective in realizing this goal.

Several comments were made about this item. Respondents wanted to qualify that although the goal had been achieved (i.e., special needs students had been placed with their peers) it did not mean that the concept was endorsed by the respondents.

### 4.3 Strengths and Weaknesses

A number of diverse issues were perceived as strengths and weaknesses of the integration process. Table 18 presents a summary of the 10 most frequently mentioned strengths and weaknesses.

**Table 18**
**Most Frequently Mentioned Strengths and Weaknesses**

| Rank | Strengths | f | % | Rank | Weaknesses | f | % |
|---|---|---|---|---|---|---|---|
| 1 | acceptance/positive attitude | 54 | 18.4 | 1 | lack of staff resources/aides | 55 | 12.8 |
| 2 | socialization benefits | 50 | 17.1 | 2 | behavior problems/negative effects | 48 | 11.1 |
| 3 | increased communication/ cooperation | 45 | 15.4 | 3 | lack of training/inservice | 46 | 10.7 |
| 4 | increased tolerance and understanding | 37 | 12.6 | 4 | delays/disturbances/disruptions | 25 | 5.8 |
| 5 | increased self-esteem/ confidence | 21 | 7.2 | 5 | neglect of other students | 25 | 5.8 |
| 6 | increased awareness/ opportunities | 17 | 5.8 | 6 | divided time/class size | 23 | 5.3 |
| 7 | qualified benefits depending on student | 15 | 5.1 | 7 | need consulting expertise | 21 | 4.9 |
| 8 | available staff/specific staff strengths | 13 | 4.4 | 8 | need strategies/practical approaches | 19 | 4.4 |
| 9 | willingness to work/try new approaches | 9 | 3.1 | 9 | general lack of resources | 18 | 4.1 |
| 10 | flexibility/ individualization of programs | 8 | 2.7 | 10 | feedback/ communication concerns | 17 | 3.9 |

*Note:* Percentages indicate proportion of total comments to question / Total Reported Strengths = 293: Total Reported Weaknesses = 431

Considerably fewer responses (n=293) to program strengths were given than were responses to program weaknesses (n=431). Reported strengths, however, were more decisive and covered a narrower range of issues than did weaknesses.

The perceived strengths of integration tended to relate to social and attitudinal benefits derived from the process. The six most frequently mentioned program strengths all related in some way to positive changes in attitudes, social behavior or relationships. Together these six identified areas accounted for 77% of all reported strengths.

The primary program weaknesses identified by respondents appeared to fall into two categories -- practical, teaching-oriented concerns and student concerns. Seven of the top 10 reported weaknesses related to perceived needs that, if satisfied, would help teachers provide integrated services. These seven concerns accounted for 46% of all reported weaknesses. The other three identified issues related to specific difficulties encountered with students or concern regarding the impact of integration on students. These latter concerns accounted for 22% of all reported weaknesses.

### 4.4 Unanticipated Outcomes

A variety of unanticipated outcomes were identified by staff. The most frequently mentioned of these are reported in Table 19.

## Table 19
## Unanticipated Program Outcomes

| Rank | Unanticipated Outcomes | f | % |
|---|---|---|---|
| 1 | Lack of resistance/acceptance | 22 | 17.2 |
| 2 | Stress/stress leaves | 16 | 12.5 |
| 3 | Accomplishments/positive changes | 14 | 10.9 |
| 4 | Resistance/non-acceptance | 12 | 9.4 |
| 5 | Behavior problems/deteriorating behavior | 10 | 7.8 |
| 6 | Staff barriers/problems | 8 | 6.3 |
| 7 | Poor implementation/planning | 6 | 4.7 |

*Note:* Percentages indicate proportion of total comments in each area / Total = 128

A mix of positive and negative surprises were reported to have occurred as a result of integration. Unanticipated outcomes tended to be negative, however, with five of the top seven reported outcomes being problem areas. These five issues account for 41% of all reported unanticipated outcomes. The remaining two of the top seven unanticipated outcomes related to positive responses and changes resulting from integration. These accounted for 28% of all reported outcomes. It should be noted that the most frequently cited comment, 17% of all reported outcomes, related to positive surprise at the lack of resistance and/or easy acceptance of integration.

### 4.5 Unresolved Issues

The unresolved issues raised by staff were again many and varied. Additional analysis was conducted on these comments to determine if staff issues differed by school level.

Table 20 contains a summary of the 10 most frequently identified unresolved issues by school level.

### Table 20
### Unresolved Issues by School Level

| Rank | Elementary | | | Rank | Secondary | | |
|---|---|---|---|---|---|---|---|
| | Issue | f | % | | Issue | f | % |
| 1 | Training/inservice | 63 | 16.0 | 1 | Need for other programs | 31 | 9.1 |
| 2 | Classroom assistance/ support | 52 | 13.2 | 2 | Training/inservice | 26 | 7.7 |
| 3 | Behavior problems | 28 | 7.1 | 3 | Partial integration/voluntary involvement | 25 | 7.4 |
| 4 | Communication/ feedback concerns | 21 | 5.3 | 4 | Communication/feedback concerns | 23 | 6.8 |
| 5 | Other resources/ general support | 20 | 5.1 | 5 | Conflict between theory and practice | 20 | 5.9 |
| 6 | Divided time/workload | 19 | 4.8 | 6a | Guidelines/policies/ definitions | 13 | 3.8 |
| | | | | 6b | May not meet all needs | 13 | 3.8 |
| 7 | Funding concerns | 17 | 4.3 | 7a | Funding | 12 | 3.5 |
| | | | | 7b | Resistance/classroom segregation | 12 | 3.5 |
| | | | | 7c | Specific strategies/options | 12 | 3.5 |
| 8 | Class size/pupil-teacher ratios | 16 | 4.1 | 8 | Negative effects on other students | 11 | 3.2 |
| 9 | Partial integration/ voluntary involvement | 16 | 4.1 | 9 | Moderate/severe handicaps | 10 | 2.9 |
| 10a | Negative effects on other students | 15 | 3.8 | 10 | Divided time/workload | 9 | 2.7 |
| 10b | Planning/research | 15 | 3.8 | | | | |

*Note:* Percentages indicate proportion of total comments to question.

Total Elementary = 394 Total Secondary = 339

A comparison of issues across school levels revealed some interesting similarities and differences. Six of the most frequently identified issues were common to both levels of school personnel. Training, communication and funding concerns were among the top seven for each group. Partial integration as a possible alternative, concern regarding increasing workloads and concern regarding negative effects on other students were also common to both groups. Together these six issues accounted for 39% of all reported concerns for elementary staff and 32% of all those reported by secondary staff.

With regard to issues that differed in predominance between the two groups, a fairly clear qualitative difference seemed to prevail. Elementary school staff appeared to be more likely to report practical, hands-on concerns that related to the ongoing functioning of integration in the school; they needed more classroom assistance, more resource support and lower class sizes. They were also concerned with behavior problems that had emerged in recent years. Elementary staff also felt that integration required considerable planning and research. Thirty-eight percent (38%) of issues mentioned by elementary staff fell in these areas. At the secondary level, on the other hand, concern appeared to lean more toward theoretical issues. Junior and senior high school personnel wondered about the need for other, more appropriate programs; felt the need for guidelines and policies; were troubled by the conflict between the theory of integration and its actual reality; and saw problems related to the integration of moderate to severely handicapped pupils. Secondary school staff also often expressed concern regarding the degree of resistance to integration they saw. Only a small proportion (3.5%) identified specific, practical strategies as a concern.

### 4.6 Recommendations

Staff had a good many constructive recommendations to offer other school districts who might be considering integration. The most frequently cited suggestions are summarized in Table 21.

### Table 21
### Most Frequently Mentioned Recommendations for Other School Districts

| | Recommendation | f | % |
|---|---|---|---|
| 1 | Provide training/inservice | 58 | 16.0 |
| 2 | Allow open communication/feedback | 45 | 12.4 |
| 3 | Go slowly/it takes time | 40 | 11.0 |
| 4 | Ensure adequate staffing/aides | 39 | 10.7 |
| 5 | Partial integration only/not 100% | 35 | 9.6 |
| 6 | Develop appropriate guidelines/policies | 30 | 8.3 |
| 7 | Ensure adequate general support/resources | 25 | 6.9 |
| 8 | Conduct appropriate research/planning | 23 | 6.3 |
| 9 | Ensure adequate funding | 15 | 4.1 |
| 10 | Don't do it at all | 10 | 2.8 |

*Note:* Percentages indicate proportion of total comments to question / Total = 363

The suggested recommendations put forward by school personnel were generally very clear, concise and well articulated. They had little trouble identifying what they thought was needed to facilitate the integration process. The two most frequent recommendations were suggested preparation strategies. Training and communication were seen as necessities to school personnel as these accounted for 28% of all recommendations. A number of staff also recommended that school districts proceed slowly if they are considering integration. A similar number also suggested partial integration as either a goal or an intermediary step. These two issues comprised 21% of recommendations. Remaining recommendations related primarily to ensuring availability of suitable support staff, resources, funding and the development of guidelines or policies to facilitate the process. Thirty percent (30%) of suggestions related to these issues. Preliminary research and solid planning were also frequently suggested, (6% of responses), as necessary first steps toward integration. A number of respondents, however, would not recommend integration to another school division. Ten comments suggested that school personnel did not think integration should be pursued. This accounted for 3% of all suggested recommendations.

## Summary

This chapter provided an overview of study findings obtained through the School Survey. Survey response rates, sample representativeness and respondent characteristics were discussed. Survey responses were condensed and analyzed as implementation issues and program outcome issues. Below is a brief summary of the major findings of this analysis:

*Implementation Issues*

### 1. Communication

- 85% of respondents did not feel they had had enough input into the integration decision.
- 50% of respondents did not feel they had enough input into school planning related to integration; 32% felt they did.
    - * Elementary school personnel were significantly more positive regarding school planning than were secondary school personnel.
- Networking occurred with a fair degree of frequency within respondents' own school environment, but only to a limited extend beyond that.
    - * Elementary school staff were significantly more likely to discuss integration issues with CSTs, support staff and parents.
- Teachers were divided regarding the feedback received on their integration activities. Most (53%) felt that feedback was inadequate while 47% felt it was adequate.
    - * Elementary school teachers were significantly more positive regarding the feedback they had received.

### 2. Training

- 85% of responding staff did not feel they had had adequate training before the onset of integration.
- 77% of respondents did not feel they had been given adequate ongoing training.
- 85% of respondents want more training in the future.

### 3. Resource Adequacy and Use

- Available resources were seen as inadequate in all areas except transportation.

    * Resources were perceived as significantly more adequate by elementary school personnel.

- Potential resources available to teachers for classroom support are used with little frequency with the exception of consultants.

- No more than 5% of teachers reported frequent use of any of the listed resources.

    * In most cases, elementary school teachers were significantly more likely to indicate they had used resource services than were secondary school teachers.

*Program Outcome Issues*

### 1. Overall Impact

### 1.1 General Impact

- Most teachers (76%) felt that integration had had a fairly high degree of impact on their school.

### 1.2 Attitude Change

- Significant positive attitude change was reported across all identified groups -- teachers, teacher aides, school administration, students, parents, community members and the respondents themselves.

- Teachers were perceived to have undergone the most attitude change but still are not overwhelmingly positive.

    * Elementary staff were significantly more likely to report more positive attitudes than secondary staff at the time of the survey -- no significant difference existed between the two groups on reported attitudes when integration began.

### 2. Impact on Students

### 2.1 Cognitive, Social and Behavioral Development

- Integration is seen to have little impact on "other students" except with regard to increased cooperative behavior and tolerance and understanding.

- Effects are seen as higher in all areas for integrated students except for academic performance in which most respondents perceived no change.

- Between 6% and 23% of respondents reported negative developmental changes.

- Particular areas of concern are academic performance and work-related behavior for both types of students.

### 2.2 Integration and Disability Type

- Integration is seen as an ineffective strategy for students with moderate to severe mental handicaps, multiple handicaps and behavioral problems.

- It is seen as an effective strategy for students with hearing and visual impairments, learning disabilities and mild mental handicaps.

## 3. Impact on Teaching Methods

### 3.1 Identified Strategies

- The most commonly cited teaching strategies used in response to integration are: cooperative learning, peer teaching and modified assignments.

### 3.2 Effect on Teaching Style

- Most teachers felt that integration had either no qualitative effect on their teaching style (45%) or that integration had positively affected it (35%). Ten percent (10%) thought their teaching style had been negatively affected.

  * Elementary school teachers were significantly more likely to have reported a positive effect than were secondary school teachers.

### 3.3 IEP Effectiveness

- 34% of teachers felt IEPs were effective; 20% thought they were ineffective.

## 4. Satisfaction, Goal Achievement and Recommendations

### 4.1 Satisfaction with the Implementation of Integration

- 62% of staff are satisfied with or neutral about integration in their school.

- 57% are satisfied with or neutral about integration in the district.

  * Elementary school personnel were significantly more likely to report higher satisfaction levels than were secondary school personnel.

## 4.2 Goal Achievement

- Most staff (76%) felt that the Yellowhead District was indeed effective in meeting its goal of age-appropriate integration.

## 4.3 Strengths and Weaknesses

- 431 respondents identified program weaknesses and 293 respondents identified program strengths.
- The most frequently mentioned program strengths generally related to positive social or attitudinal benefits derived from integration.
- The most frequently mentioned program weaknesses generally fell into two categories -- teaching-oriented concerns and student concerns.

## 4.4 Unanticipated Outcomes

- 17% of all reported unanticipated outcomes related to positive surprise at the lack of resistance or ease in acceptance of integration.
- Five of the top seven reported outcomes related to negative surprises -- these outcomes accounted for 41% of all reported unanticipated outcomes.

## 4.5 Unresolved Issues

- Training, communication and funding concerns were among the top seven unresolved issues for both elementary and secondary school personnel.
- Partial integration as an alternative approach, increasing workloads and concern regarding negative effects on other students were also frequently mentioned by both groups.
- Elementary school personnel appeared to be more concerned with increased classroom assistance, more resource support, lower class sizes, the increasing prevalence of behavior problems and the planning or research required to effectively integrate.
- Secondary school personnel were more likely to be concerned about the absence of alternative or supplementary programs, the need for guidelines and policies, discordance between integration in theory and its practical realities, potential problems with moderate to severely handicapped students and the level of resistance they saw toward the concept.

## 4.6 Recommendations

- The two most frequently cited recommendations offered by staff related to the initial preparation that should take place -- provide training or inservice and allow open communication and feedback between parties.
- Other frequently mentioned recommendations included a caution to proceed slowly and to consider partial integration as opposed to total, full-day placement in the classroom.

# Chapter 7 Student Profiles

## Student Assessment

Yellowhead has decided that student assessment should assess not only school performance but also the social-emotional-behavioral adjustment of students. As the integration of students with special needs into regular classrooms has become adopted by increasing numbers of educators, the concerns regarding impact have grown to include adjustment in a variety of areas beyond academic achievement. Increasingly, educators are adopting a more holistic view of students' development that includes concern for social-emotional-behavioral factors believed to have considerable influence on the degree to which achievement approaches aptitude. Maximizing the learning potential of special needs students is believed by some to depend on maximizing their social-emotional-behavioral adjustment.

Selection of an instrument for data collection involved consideration of the following factors:

1. Easy to complete by respondents knowledgeable about students.
2. Appropriate for data collection on specific students rather than collection of general impressions about groups of widely varying individuals.
3. Completion possible by someone other than specialized personnel specifically trained in its use i.e., administration does not require a chartered psychologist.
4. Time-efficient.
5. Possesses good psychometric properties of reliability and validity.
6. Has available published norms and produces standardized test scores.
7. Produces information that is not only descriptive of students but also useful to teachers.
8. Appropriate for use across the range of ages represented by students in primary as well as secondary schools.

The instrument selected as best able to meet the above criteria was the Child Behavior Checklist, Teacher's Report Form (Achenbach and Edelbrock, 1986). It is a questionnaire that requires teachers to evaluate a student's school performance, adaptive functioning and behavior problems. Questionnaires were completed on specifically identified students. The teacher respondent in each case was the person deemed to know the student the best.

School performance was assessed by having each teacher respondent list the courses they taught a particular student, rating each course on a 5-point scale (1 = Far Below Grade Level; 3 = At Grade Level; 5 = Far Above Grade Level). Teachers were instructed to make their judgments relative to performance of an "average student" in a particular grade. The list of courses taught tended to be more comprehensive for elementary grade students than for upper-division students who often take instruction from more than one teacher. Average school performance was calculated by determining the mean rating across all subjects listed for a particular student.

Adaptive behavior has been defined by the American Association on Mental Deficiency (Grossman, 1983:376) as that which "is effective in meeting the natural and social demands of one's environment." Adaptive functioning can be thought of as the advantages or strengths a student brings to the school environment, and would generally be included as one of the factors that contribute to school performance. On the Child Behavior Checklist, Teacher's Report Form, adaptive functioning was assessed as the composite total score on four rating scales that asked: "How hard does the student work?"; "How appropriately does the student behave?"; "How much is the student learning?"; and "How happy is the student?" Each question was answered using a 7-point rating scale (1 = Much Less Than Average; 2 = Somewhat Less; 3 = Slightly Less; 4 = About Average; 5 = Slightly More; 6 = Somewhat More; 7 = Much More Than Average). Teachers were instructed to make their judgments relative to a "typical pupil of the same age." An adaptive functioning index was calculated by determining the total of scores across the four questionnaire items for a particular student (maximum = 28). Interpretation of adaptive functioning scores is made with reference to norms established by Achenbach and his colleagues. By comparing the adaptive functioning of students who had been referred to a variety of professionals for treatment of social-emotional-behavioral problems to the scores of students who had not been referred for treatment, a cut-off score that would maximally distinguish the two groups was established. Achenbach has recommended that students who score at or below the 13th percentile relative to a large normative group on which data have been collected should be considered in the clinical range. The recommended cutoff scores were established separately for boys and girls and for two age ranges (11 and below; 12 and above).

Behavior problems assessed by the Child Behavior Checklist, Teacher's Report Form span a wide range. The questionnaire included 118 behaviors, each of which was rated using a 3-point frequency scale (0 = Not True/Never; 1 = Somewhat or Sometimes True; 2 = Very True or Often True). The questionnaire items represent several empirically derived problem behavior syndromes or categories. A total score is calculated for each separate behavior category. As was the case for adaptive behavior scales, interpretation of behavior problems is made with reference to norms established by Achenbach and colleagues. In the same way that a cutoff score characteristic of clinically referred students was established for adaptive functioning, cutoff scores for each behavior problem category have been recommended. Students who score above the 98th percentile should generally be regarded as having behavior problems in the clinical range. The cutoff scores used to determine problem behavior exceeding the normal range have been established separately for boys and girls and for the same two age ranges previously described. In addition, norms have been established for students whose score is high within normal range on each of the separate behavior problem scores, but whose overall index of problem behavior across all categories should be considered in the clinical range.

All identified special needs students in each of the six Yellowhead case study schools were evaluated. Those identified as being in the special needs group were the students for whom IEPs existed. In addition, an equal number of gender- and grade-matched students from the same classroom were identified as a comparison or control group. Those in the control group did not have IEPs, and as such, were not deemed to be special needs students. The same teacher who completed a questionnaire for a special needs student also completed a questionnaire for a matched control student. Selection of control students involved using an alphabetically ordered class list to identify the pupil of the same gender whose name appeared immediately after each special needs student. The sample of control students was designed to be representative of the larger population who are not considered to require IEPs. By choosing a control group in this manner, selection bias was avoided.

The reason for examining a control group was to determine how successful school personnel have been at identifying and attempting to remediate (with IEPs) the problems of students with adaptive functioning below normal range or problem behaviors above normal range. Extremely low adaptive functioning or extremely high problem behavior scores were worth noting because of their potential to affect school performance. School performance has typically been an important indicator of need for special education in the form of remedial instruction, separate classrooms, modified instruction materials, classroom aides, etc. Since one of the goals of integration has been to minimize labelling and maximize realization of potential, it is crucial that students with exceptional needs in regular classrooms be identified and their needs be addressed. It was expected that students in the special needs group would exhibit lower school performance than control group students. Although of interest, this was not the primary goal of collecting data on the two groups. Rather, the questions of central importance were:

1. How does the proportion of control group students with low academic performance compare with the proportion found to exist in the normative sample of students in regular classrooms elsewhere?
2. What proportion of special needs students are demonstrating academic performance below grade level?
3. What proportion of control students are demonstrating academic performance below grade level?
4. Is the adaptive functioning of special needs students lower than that of control group students?
5. What proportion of special needs students and control group students are reported to have adaptive functioning low enough to be in the clinical range?
6. Do special needs students demonstrate more behavior problems than control group students?

7. What proportion of special needs students and control group students are reported to have behavior problems great enough to be considered in the clinical range?

8. What proportion of students in the special needs group and the control group demonstrate difficulties on more than one of the indices examined: school performance, adaptive functioning or behavior problems?

## Limitations

As in any process of data collection, interpretation of results must be made with an awareness of limitations faced by researchers. The examination of student data in Yellowhead School Division was no exception. The variables examined (academic performance, adaptive functioning and behavior problems) have been carefully defined in previous sections so that the measures on which comparisons were based would be clearly understood. In addition, the reader should be aware of various methodological constraints that imply corresponding interpretive cautions.

First, it must be remembered that student data were provided by teachers. As such, reports of academic performance, adaptive functioning and behavior problems were based on impressions and observations made in a school environment and thus, may describe individual students less accurately than would collaborative reports from a variety of respondents who know students in other contexts. Furthermore, academic performance was evaluated by having teachers rate each student on a 5-point scale comparing the student to an average student in the same grade rather than by administering standardized performance tests or by examining marks on standardized tests that may have been available in students' records. Also, Teacher's Report Forms were completed by one teacher for each student (except in a couple of isolated instances), and as such, may reflect only partial information about academic performance, especially in the upper grade levels. Although an attempt was made to have the teacher respondent who knew the special needs students the best complete the questionnaire, this procedure did allow the possibility that different teachers would have held somewhat different impressions of the student in question.

Secondly, data were collected for all identified special needs students in the six schools, but only for a sample of control group students. Although several precautions were taken to select an appropriate control group of students in each school (i.e., class- and gender-matching, same teacher respondent, consecutive names from class lists), the control groups' representativeness of the larger student population without special needs can only be assumed. The validity of this assumption, especially with particularly small samples in the case of two schools, is less than certain. As such, appropriate caution when generalizing from the sample of control students to the larger student body should be exercised.

Third, data descriptive of special needs and control group students were provided by teachers who were clearly aware of the group to which a particular student belonged. This knowledge introduced the possibility of reporting bias wherein teachers may have intentionally or inadvertently presented an overall evaluation of either group that was better than or worse than was actually the case. Although impossible to assess the extent to which reporting bias may have been involved, several factors suggest it was probably minimal: a number of different teachers from each of six schools provided data; teachers were unaware of the research questions being addressed; teachers were unaware of the procedures by which individual questionnaire items would be scored and used in data analysis; similar patterns of results across the six schools were observed.

Finally, the data collected are descriptive of students at present. Because data were collected at one point in time after integration of special needs students had been implemented by Yellowhead School Division, little can be said about the impact of integration on such factors as school performance, adaptive functioning or behavior problems. Statements about the effect of this policy would have required a comparison of student data before and after its implementation, or a comparison of students in Yellowhead School Division to a matched equivalent group in another school division that did not have a policy of integration in place. Neither of these alternatives was possible.

# Results

## 1 Academic Performance

As anticipated, academic performance was judged to be lower for the special needs students than for control group students. Mean performance ratings (on a 5-point scale) are shown for both groups in Table 22. Tests of statistical significance indicated that the difference between the two groups was a highly reliable one in all six schools.

**Table 22**
**Academic Performance Relative to Normative Sample**

| School | Range of Grades | n[a] | Mean Academic Performance[b] | | Proportion in Lower Quartile[d] | |
|---|---|---|---|---|---|---|
| | | | Special Needs | Control Group | Special Needs | Control Group |
| Odin | ECS-1/4-6 | 18 | 1.7 | 3.1[*] | .88 | .20 |
| Taylor | ECS-6 | 8 | 2.2 | 3.3[*] | .63 | 0 |
| Thorpe High[c] | 8-12 | 8 | 1.8 | 3.0[*] | .50 | .13 |
| H. R. Fox | ECS-7 | 36 | 1.8 | 3.2[*] | 1.00 | .17 |
| Fisher | ECS-7 | 15 | 1.6 | 3.2[*] | .87 | 0 |
| Southside Composite[c] | 10-12 | 19 | 2.2 | 3.3[*] | .47 | 0 |

a Number of students in each special needs and control group.

b Scores shown are the average rating (on a 5-point scale) across all subjects listed for a particular student.
1=far below grade level 3=at grade level 5=far above grade level

c For students in higher grades, academic performance was often based on fewer courses listed and a tendency for the courses to be in option rather than core areas.

d The rating-scale score that identified the lower 25% of the normative sample (students in regular classrooms not referred for special services) was used as the index for comparison.

* Denotes a statistically significant difference between the special needs and control group students.

*Note:* See Appendix 3 for Student Profile data.

The proportion of special needs and control group students whose average academic performance fell below the 25th percentile (established from normative group data) is also shown in Table 22. Since special needs students are often identified by their poor academic performance, it is not surprising that more than a quarter of the sample in each school were thought to have academic performance in the lower quartile. In general, there was a trend for a greater proportion of students in the lower grades to have academic performance in the lower quartile. This trend may reflect the fact that secondary school teachers who evaluated the special needs students tended to base their ratings on fewer courses and on courses in option areas rather than core area subjects. By the time special needs students reach the upper grade levels, it may have been determined that mastery of regular core area curriculum is beyond their potential, so a shift to course work in skill areas (e.g., home economics, shop, life skills) or activity areas (e.g., physical education, drama) occurs.

With respect to the control group, one would generally expect about 25% of the sample to have academic performance in the lower quartile. Three of the six schools (H.R. Fox School, Thorpe High School and Odin School) reported some proportion of the control group students in the lower quartile. Although the proportions were less than the expected 25% for all three schools, the deviance from expectation is not sufficient to suggest significant under-reporting of poor school performance, and is more likely a result of normal variance due to sampling. It should be noted that the greatest deviance from the expected 25% occurred in Thorpe High School, which also had the smallest sample (n=8) of the three schools in question.

Three of the six schools (Fisher School, Taylor School and Southside Composite High School) reported none of their control group students to have academic performance comparable to the lower quartile of the normative sample. In the case of Taylor School, this may be best explained by the small sample size (n=8) on which proportions were calculated. It is possible that the eight control group students whose names followed the special needs students on the alphabetically ordered class list were, by chance, better performing students than those in the normative sample. Although not impossible, the same explanation is more difficult to posit for Fisher School in which none of the 15 control group students was judged to have average school performance comparable to the lower quartile of the normative group. The data may reflect, in part, a positive reporting bias on the part of teacher respondents rating control group students. Although purely speculative, one might wonder if a contrast effect (contrast of quite severely under-performing special needs students) was serving to alter the ratings of control group students. Alternatively, expectations of teachers regarding performance at grade level may have been somewhat lower for control group students in Fisher School. Alternatively, the level of teacher experience with "average" classrooms of ECS to Grade 7 students may account for what appears to be under-reporting of students with lower academic performance. Another explanation may be that Fisher educators have so carefully considered their students that all of those with low academic performance have been assigned to the special needs group in this study because they had IEPs. If this were the case, the absence of any control group students in the lower quartile would not be considered under-reporting.

Concerning Southside Composite High School, the absence of any control group students in the lower quartile relative to the normative group again suggests under-reporting of pupils at the lower end of academic performance. Sample size (n=19) is a less obvious explanation than in the case of some other schools. The data may be accounted for by factors such as those discussed for Fisher School.

Table 23 depicts the proportions of special needs and control group students whose average school performance on courses taught by the teacher respondent was 2 or lower on the 5-point scale. On this rating scale, a score of 3 was considered to reflect work At Grade Level and 2 indicated work Somewhat Below Grade Level while 1 indicated work Far Below Grade Level.

In five of the six schools, the majority of special needs students were judged to have academic performance below grade level. In only one school (Southside Composite High) did fewer special needs students appear to be performing below grade level. One possible explanation may be that the particular courses evaluated tended to be ones where performance deficits would generally be less apparent (e.g., option areas).

**Table 23**
**Academic Performance[a] Relative to Grade Level**

| School | Range of Grades | n[b] | Proportion of Sample Below Grade Level[c] | |
|---|---|---|---|---|
| | | | Special Needs | Control |
| Odin | ECS-1/4-6 | 18 | 0.67 | 0.17 |
| Taylor | ECS-6 | 8 | 0.63 | 0.00 |
| Thorpe High | 8-12 | 8 | 0.75 | 0.28 |
| H. R. Fox | ECS-7 | 36 | 0.82 | 0.06 |
| Fisher | ECS-7 | 15 | 0.87 | 0.13 |
| Southside Composite High | 10-12 | 19 | 0.47 | 0.06 |

[a] Performance was averaged across all subjects taught by the particular teacher who completed the questionnaire. In secondary schools, teacher respondents tended to teach fewer courses to each student so average performance was calculated over a more restricted range of subjects. Also, in secondary schools, there was a tendency for courses taught to be in option areas (such as life skills or physical education).

[b] Number of students in each special needs and control group.

[c] Grade level was judged relative to expectations of an average student. The proportions shown reflect students whose mean performance across all subjects was 2 or lower on the 5-point scale where 1 is Far Below Grade, 2 is Somewhat Below Grade, 3 is At Grade Level, 4 is Somewhat Above Grade and 5 is Far Above Grade.

*Note:* See Appendix 3 for Student Profile data.

Concerning the control group students performing below grade level, the difference between Thorpe High School (.28) and Southside Composite High School (.06) is curious. In part, this may be due to sampling variance (Thorpe High n=8). Alternatively, there may be a tendency to over-report poor school performance by Thorpe High teachers, or a tendency to under-report poor school performance by Southside Composite High teachers. Alternatively, it is possible that the student populations in the two secondary schools are accurately reflected by the difference in proportions of control group students judged to be performing below grade level. Determination of which explanation is more valid would require further investigation beyond the scope of the current study.

## *2 Adaptive Functioning*

The adaptive functioning of special needs and control group students is shown in Table 24. Using the composite adaptive functioning index as a basis for comparison, special needs students were reported to have lower adaptive functioning than control group students in four of the six schools. Although results were in the same direction for

Thorpe High School and Taylor School, the difference was not statistically significant and may reflect a relatively small sample size. In both of these schools, there were only eight students in each group.

Comparing the data from Yellowhead School Division to the normative sample data identifies the proportion of students in the six Yellowhead schools whose adaptive functioning score was low enough to compare to that of students who have been referred for treatment for social-emotional-behavioral problems (Achenbach's 13th percentile). These data are also shown in Table 24.

**Table 24**
**Adaptive Functioning**

| School | Range of Grades | n[a] | Mean Composite Score[b] | | Proportion in Clinical Range[c] | |
|---|---|---|---|---|---|---|
| | | | Special Needs | Control Group | Special Needs | Control Group |
| Odin | ECS-1/4-6 | 18 | 11.3 | 15.4* | .61 | .27 |
| Taylor | ECS-6 | 8 | 14.3 | 15.8 | .13 | .13 |
| Thorpe High | 8-12 | 8 | 12.9 | 16.8 | .25 | .25 |
| H.R. Fox | ECS-7 | 36 | 12.0 | 18.0* | .59 | 0 |
| Fisher | ECS-7 | 15 | 10.4 | 17.6* | .67 | .07 |
| Southside Composite | 10-12 | 19 | 12.0 | 17.6* | .39 | 0 |

a Number of students in each special needs and control group.
b Composite adaptive functioning scores were calculated by summing 4 items (each rated on 1-7 scale). Maximum score = 28.
c Clinical range refers to the proportion of students whose scores on overall adaptive functioning were at or below the 13th percentile relative to an age- and gender-matched normative group of children in regular classrooms. Achenbach and Edelbrock (1986) found a cutoff at the 13th percentile to distinguish students referred for treatment of social-emotional or behavioral problems from students who had not been referred for treatment.
* Denotes a statistically significant difference between the special needs and control group students.

*Note:* See Appendix 3 for Student Profile data.

In four of the six schools, the proportion of special needs students whose adaptive functioning could be considered in the clinical range exceeded the proportion in the control group. In Thorpe High School and Taylor School, however, proportions of the two groups reflecting significantly low adaptive functioning were equal, and may be attributable to small sample size.

Perhaps what is of note is that a sizable proportion of special needs students in each school had adaptive functioning in the normal range. At least a third (Fisher School) and as many as three-quarters (Thorpe High School and Taylor School) of the special needs students were considered to have normal range adaptive functioning. This may reflect both the careful attention to development of IEPs (with a tendency to develop plans even for students with normal range adaptive functioning) and/or the beneficial effects of IEPs for special needs students with good adaptive functioning.

In four of the six schools (Fisher, Odin, Thorpe High and Taylor), a small proportion of students in the control group, who do not have IEPs, were reported to have adaptive functioning in the clinical range.

### *3 Behavior Problems*

Behavior problem data are shown in Table 25.

**Table 25**
**Behavior Problems**

| School | Range of Grades | n[a] | Mean Composite Score[b] | | Proportion in Clinical Range[c] | |
|---|---|---|---|---|---|---|
| | | | Special Needs | Control Group | Special Needs | Control Group |
| Odin | ECS-1/4-6 | 18 | 42.9 | 15.2* | .44 | .11 |
| Taylor | ECS-6 | 8 | 24.4 | 8.9* | .38 | 0 |
| Thorpe High | 8-12 | 8 | 33.5 | 17.0 | 0 | .25 |
| H.R. Fox | ECS-7 | 36 | 36.8 | 10.6* | .34 | .03 |
| Fisher | ECS-7 | 15 | 52.3 | 21.5* | .47 | .07 |
| Southside Composite | 10-12 | 19 | 45.7 | 15.5* | .42 | .05 |

a Number of students in each special needs and control group.

b Composite behavior problem scores were calculated by summing 119 items (each rated for frequency on 0-2 scale). Maximum score = 238.

c Clinical range refers to the proportion of students whose score on one or more of the behavior problem scales exceeded the 98th percentile relative to an age- and gender-matched normative group of children in regular classrooms. Achenbach and Edelbrock (1986) found a cutoff at the 98th percentile to distinguish students referred for treatment of social-emotional or behavioral problems from students who had not been referred for treatment.

* Denotes a statistically significant difference between the special needs and control group students.

*Note:* See Appendix 3 for Student Profile data.

Using the total behavior problem score (maximum = 238) as an indicator, special needs students were found to have statistically significant elevated rates relative to control group students in five of the six schools. The exception was Thorpe High School, where a smaller sample size or more variance among students may account for the failure to demonstrate statistical significance. In any case, the pattern for Thorpe High School was the same as for the others.

In addition to overall counts of problem behaviors, the Child Behavior Checklist, Teacher's Report Form allows examination of groups of behaviors that characterize clinical syndromes. These constellations of behavior problems are reflected by subscale scores for which a clinical range has been defined by reference to a normative group.

The proportion of special needs and control group students who demonstrated problem behaviors in the clinical range, on one or more of the subscales, is shown in Table 25. With respect to the special needs group, it is of note that less than half of the pupils with IEPs display what could be considered significant (clinical) rates of problem behavior. On the other hand, one cannot ignore the fact that in general, 35 to 50% of special needs students do manifest behavior problems comparable to students in the normative sample who have been referred to a variety of professionals (outside the classroom teacher) for remediation or treatment. Also of note is that, although Thorpe High's special needs students had overall ranges of problem behavior within the range of other schools (mean score = 33.5), none of the eight students in this group exhibited a constellation of problems that would identify them as being in the clinical range on any subscale.

Concerning behavior problems in control group students, all but one of the schools (Taylor) had at least one student who scored in the clinical range on at least one of the subscales.

### *4 School Performance, Adaptive Functioning and Behavior Problems As a Composite*

To fully understand the needs of all pupils (special needs as well as control group students), school performance, adaptive functioning and behavior problems should be considered in combination. Table 26 summarizes the number of special needs students in each of the six schools who were reported to have deficits in one or a combination of the three areas examined (academic performance, adaptive functioning, behavior problems).

## Table 26
## Patterns of Problems Across Indices of Academic Performance, Adaptive Functioning and Behavior Problems

| School and Group | n | Notable on ONE index | | | Notable on TWO indices | | | Notable on ALL indices | Notable on NONE |
|---|---|---|---|---|---|---|---|---|---|
| | | Low AP only | Low AF only | High BP only | Low AP and Low AF | Low AF and High BP | Low AP and High BP | Low AP Low AF High BP | AP>25 Normal AF Normal BP |
| Odin | | | | | | | | | |
| Special Needs | 18 | 5 | 0 | 0 | 3 | 1 | 0 | 7 | 2 |
| Control Group | 18 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 14 |
| Taylor | | | | | | | | | |
| Special Needs | 8 | 1 | 0 | 0 | 1 | 0 | 3 | 0 | 3 |
| Control Group | 8 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 7 |
| Thorpe High | | | | | | | | | |
| Special Needs | 8 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 4 |
| Control Group | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 6 |
| H.R. Fox | | | | | | | | | |
| Special Needs | 36 | 11 | 0 | 1 | 10 | 0 | 1 | 10 | 3 |
| Control Group | 36 | 5 | 0 | 0 | 0 | 0 | 1 | 0 | 30 |
| Fisher | | | | | | | | | |
| Special Needs | 15 | 4 | 0 | 0 | 3 | 1 | 0 | 6 | 1 |
| Control Group | 15 | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 11 |
| Southside Composite | | | | | | | | | |
| Special Needs | 19 | 1 | 0 | 1 | 1 | 2 | 1 | 4 | 9 |
| Control Group | 19 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 18 |

AP = academic performance (below 25th percentile noted as LOW)
AF = adaptive functioning (clinical range noted as LOW)
BP = behavior problems (clinical range noted as HIGH)

*Note:* See Appendix 3 for Student Profile data.

Table 26 shows numbers of students in each category. Interpretation should be made with reference to the sample size in each school.

Some special needs students had only low academic performance in the absence of significantly low adaptive functioning or significantly high rates of problem behavior. Others had problems with academic performance and either low adaptive functioning or high rates of problem behavior but not both. Some had deficits indicated by all three indices. Surprisingly perhaps, a few special needs students (at least one in each of the six schools) were reported to have academic performance above the lower quartile, adaptive functioning in the normal (nonclinical) range and behavior problems also in the normal (nonclinical) range.

Students in the control group in each of the six schools did not have IEPs, and as such, were not designated as special needs students by educators. As expected, some students were reported to have academic performance in the lower quartile relative to the normative group, but not significantly low adaptive functioning or significantly high rates of problem behavior. Most control group students in all six schools were reported to have school performance above the lower quartile, adaptive functioning in the normal (nonclinical) range and behavior problems also in the normal (nonclinical) range. Perhaps of greatest interest, however, are the few control group students who did demonstrate some combination of low academic performance, low adaptive functioning or high rates of problem behavior. Surprisingly, a couple of students in two of the schools were reported to have difficulties in all three indices of academic performance, adaptive functioning and behavior problems. Their overall evaluation by teacher respondents was more like that of special needs students for whom IEPs had been developed.

## Summary and Conclusions

Several questions about student assessment were posed, which examination of the Teacher's Report Form (Achenbach and Edelbrock, 1986) was intended to address. Within the limitations previously stated, the student profile data may be summarized as follows:

1. As expected, academic performance of special needs students was lower than that of control group students.

2. Academic performance of control group students who did not have IEPs was equivalent to or better than that of age- and gender-matched students in regular classrooms elsewhere.

3. On average, 70% of special needs students were demonstrating academic performance below grade level. In general, the proportion of students reported below grade level was higher in the elementary grades. One explanation for this may be that, typically, special needs students at the high school level were more often rated on option courses rather than core academic areas.

4. The adaptive functioning of special needs students was lower than that of control group students. On average, 45% of special needs students had adaptive functioning low enough to be comparable to that of students in the normative sample who had been referred for clinical remediation of problems.

5. Overall, about 10% of the control group students were reported to have significantly low adaptive functioning.

6. Behavior problems of special needs students are greater than those of control students. Excluding Thorpe High, which reported none of the special needs students to have behavior problems elevated enough to be considered clinically significant, about 40% of the special needs population did have behavior problems severe enough to be considered in the clinical range.

7. With the exception of Taylor School, at least one control group student in each school was reported to have behavior problems comparable to clinically referred students in the normative sample.

8. When academic performance, adaptive functioning and behavior problems were considered together, the proportion of special needs students who manifested problems across none, only one, two and all three of the indices was approximately equal (.25, .28, .26, .21, respectively). Of particular interest may be the finding that a quarter of the special needs students were not notable in any of the three indices examined.

9. Over 80% of the control group students were not notable in any of the three indices of low academic performance, low adaptive functioning or high rates of behavior problems. About 10% manifested problems in only one of the three indices, but another 10% manifested difficulties in two or three indices. The latter group of control students may be of note because they did not have IEPs, although their overall performance and adjustment appeared similar to that of many special needs students.

Some general points may be made in conclusion. First, it appears that most students without IEPs (control group) were achieving better and manifesting fewer problems than special needs students for whom IEPs had been developed. But there is some overlap with a proportion of special needs students apparently functioning better than control group students. This finding raises questions about how students with special needs were identified; who developed IEPs; how often and on what basis IEPs were reviewed and modified; and what specialized testing, instructional, behavioral or psychological services were accessible and by what referral process.

Secondly, the needs of special needs students are widely diverse. Behavioral problems are often significant and with about 40% of the special needs students manifesting rates of problem behavior in a clinical range, the issue of staff training and/or support cannot be ignored. Furthermore, since behavior problems of older students have the potential to be more disruptive or serious than those of younger students, the issue of behavior and integration becomes especially critical in the upper grade levels.

Lastly, the data presented depict the six case study schools as quite different from one another. Proportions of special needs and control group children with various strengths and weaknesses varied widely from school to school. This variance suggests that meeting individual schools' needs might be an issue of considerable importance, requiring sensitivity and flexibility on the part of program administrators. Further, it also suggests that standardization of programming in the area of special needs might need additional attention. There was no indication that what constituted an IEP in one school necessarily constituted one in another. While childrens' needs might be similar, program response might be different. Thus, it can be inferred that some responses would be more appropriate than others. With no means of monitoring IEP appropriateness across schools, the issue of program standardization remains critical.

# Chapter 8 Parent Interviews

The main purpose of interviewing parents in the Yellowhead School Division was to discern parent and student perceptions of integration. Another purpose was to identify changes in students since integration. Forty-seven parents at the six case study schools were interviewed. Student representation was accomplished through the voices of their parents.

As shown in Table 27, 72% of the parents represented both special needs and non-special needs children in elementary schools (n=21, n=13 respectively) and 28% both special needs and non-special needs children in high schools (n=8, n=5 respectively). A total of 29 parents of children with special needs and 18 parents of children without special needs were interviewed.

**Table 27**
**Parents Interviewed by Need and School Level**

| School | Elementary | | High School | | Total | |
|---|---|---|---|---|---|---|
| | Special Needs | Non Special Needs | Special Needs | Non Special Needs | Special Needs | Non Special Needs |
| Odin | 5 | 3 | | | 5 | 3 |
| Taylor | 6 | 0 | | | 6 | 0 |
| Thorpe High | | | 5 | 0 | 5 | 0 |
| H. R. Fox | 5 | 6 | | | 5 | 6 |
| Fisher | 5 | 4 | | | 5 | 4 |
| Southside Composite | | | 3 | 5 | 3 | 5 |
| | 21 | 13 | 8 | 5 | 29 | 18 |
| | 72% | 72% | 28% | 28% | | |

The three parts that comprise this chapter include the self-referenced responses of the parents, the representation of students through their parents and finally, a compilation of the remaining issues and suggestions for the future of integration as identified by the parents.

## Parents' Response to Integration

Parents were asked to respond to questions regarding their own feelings and thoughts about integration. How did they feel about the Yellowhead School Division policy to integrate students with special needs into regular classrooms? Were they satisfied with the process of integration? Did they feel their school division was achieving its goals of integration? Were they surprised by any of the outcomes of integration? What issues about the future of integration remained?

When asked how they felt about the integration policy, 32 out of 34 parents of the elementary school children were generally positive. Comments included that integration should have happened years ago, that it was good for social development and that it allowed special needs kids a view of what was happening in the world. One parent indicated having been teased when in school and wanting her own children to avoid that stigma. Finally, one parent was "dead set against" integration at first, not certain that her child would get individual help. When interviewed, however, the same parent thought integration was a good idea. One parent of an elementary school special needs child did not think integration was a good policy and another expressed hesitation regarding the efficacy of age-appropriate placements. The difference between parents of special needs children and parents of non-special needs children tended to be not significant.

At the high school level only seven of the 13 parents said integration was a good policy or were generally satisfied with it. One parent of a special needs student commented that

> We're finally putting round pegs into round holes . . . Some students need this or they will be forced out of the school system. My (child) is gainfully employed because of this program.

The parents opposed to the policy (n=5) wanted a return to the "old way"; felt that students with mental disabilities were a disruption to the class; or questioned that the concept of age-appropriate placement was useful for dealing with learning difficulties. Another parent felt integration for a portion of each day was preferable to integration for the entire day. More parents in favor of integration (five out of seven) were from the special needs group, while more parents opposed (three out of five) were from the non-special needs group.

In conclusion, integration as a school policy was acceptable to almost all the parents of the younger students (94%) but to only 54% of the parents of the older students. Although group differences did not occur in the elementary schools, they did at the high schools. There was a slight tendency for the parents of non-special needs students to be more opposed to the concept of integration.

What is especially noteworthy regarding parental satisfaction with integration at the elementary school level is that not a single parent from either group of children reported outright dissatisfaction with the integration process. A few parents did not state a position, but 82% (28 out of 34) were either completely satisfied or generally satisfied with integration in the schools. A radical shift in attitude change was reported by one parent:

> At first I thought integration was terrible . . . If it had come out to a vote, I would have voted against it. Now I'm really glad I didn't get a chance to vote.

Nineteen (56%) of the 34 generally satisfied parents had children that had been identified as having special needs, therefore group differences were only slight. Only slightly less than half the total number of satisfied parents had children in regular programs.

Most parents of the high school students (11 out of 13 or 85%) were generally satisfied. One parent commented that the problem in the schools "should have been identified sooner." However, dissatisfaction with integration was strongly voiced by one parent who

> Would abandon . . . integration . . . in a minute. We need special education teachers and special education classes.

All the parents of non-special needs students were satisfied.

In summary, satisfaction appeared high at both levels of schooling with only minor differences between the special needs and non-special needs groups.

Parents were asked if they thought the Yellowhead School Division was meeting its goals. Overall, there were no differences between the special needs and the non-special needs parents' responses at the elementary school level. Twenty-eight of the 34 parents (82%) gave positive responses, three said they didn't know and three gave negative responses. One parent of a special needs child felt that the Catholic schools were meeting the goals of integration better than the Yellowhead School Division. The Catholic schools

> . . . cater more to the needs of special needs kids, so lots of non-Catholic parents with special needs kids send them there.

Another parent felt that she still had

> . . . to battle for the right of our child to receive the same treatment as the other kids . . . .

Finally, one parent of an elementary school child indicated that although the division was meeting its goals now, it took several years to do so.

At the high school level four parents were positive about the division meeting its goals, although one of them qualified the statement by saying that the goals were being achieved in terms of the younger children only. One parent said that the goals were being met although she was not in agreement with them. Four other parents indicated that they did not know if the division was meeting its goals.

In summary, most parents of the elementary students were aware of the present state of integration in their children's schools, while half the parents of high school students appeared to be unsure if the division was accomplishing its goals. Finally, parents were also asked whether they had been surprised by anything that occurred as a result of integration. At the elementary school level, of 19 parents of special needs children who responded to this question, eight (42%) reported no surprises, eight (42%) reported negative surprises and three (16%) reported positive surprises. Of the eight negative surprises, six came from parents of special needs children. These parents identified the following unanticipated outcomes: that they would have to fight for everything, especially aide time; that the University of Alberta was not aware of the program and not preparing teachers to deal with special needs students; that for some teachers integration meant letting kids slip through the system; that children were not getting the extra help at the same time as the regular class was doing similar work so as not to miss out on other subjects; that the school bus was not made comfortable for the use of special needs children; and that students who received special help were still expected to work at the same level as others.

The positive surprises also came from parents of special needs children:

> I was tired of seeing my kids going nowhere fast. Now the one (child with dyslexia) gets so excited he hugs his teachers.

One parent had been told that her child would always be in special classes, yet was now integrated; another had not thought that integration was going to work as well as it did; and the third was pleased that both pull-out for special help plus inclusion were implemented.

At the high school level, 12 of the 13 parents responded to the question regarding surprises. Six parents, five of whom were from the non-special needs group, reported no surprises, and three each reported positive or negative surprises. The three parents who were pleasantly surprised reported that one child was permitted to do things of personal interest, one was permitted to take a course by correspondence, and finally, a pleasant outcome was that other children were always watching out for the special needs kids. One negative surprise from a parent of a special needs child was extraordinary and unique in terms of the negative experience reported:

> I wasn't prepared for three years of hell . . . the cruelty of the kids . . . the victimization. (My child) was physically hurt a lot . . . (and) always had bruises from being kicked, pushed and knocked down. I was surprised at the apathy of the staff toward the abuse.

Another parent reported that she had assumed that the school would have a better handle on things; her child often could not get help when needed. Finally, another parent was surprised at the regression experienced by her child after being integrated.

Based on the findings reported above, it is possible to sketch a profile of four typical parents with children enrolled in six of the Yellowhead School Division's schools.

A parent of a special needs child at the elementary school level might be in favor of integration as a policy, might be satisfied with the process of integration as it was occurring, might be of the opinion that the division was meeting its goals and either so attuned to program outcomes that none were surprising, or tending to report unanticipated outcomes that were more negative than positive. The profile of a parent of a non-special needs child at the elementary level would be identical to the above, except that she/he would report either positive outcomes or no unanticipated outcomes of the process.

The typical parent of a special needs child at the high school level might be less likely to favor integration as a school policy, but would be satisfied with the process as it was occurring in Yellowhead. This parent might also be less likely to know whether the goals of the division were being met, or if she did know, to feel they were being met. And finally, this parent would be more likely to report not being surprised by anything in particular involving integration. In fact, the typical profile of a parent of a non-special needs student would be identical to that of a special needs child at the high school level. The conclusions that can be drawn about parental response to integration are:

1. There tended to be no differences between parents of special needs and non-special needs children at either of the school levels with regard to policy, satisfaction or goal achievement.
2. At the high school level there tended to be no differences between the two groups of parents with regard to unanticipated outcomes.
3. At the elementary level, the tendency was for parents of special needs children to be either not surprised or negatively surprised by the outcomes of integration. For the parents of non-special needs children, there were either positive surprises or no surprises.

4. Differences tended to be between the levels of schooling i.e., elementary and high school. Three of the four areas differed between those two groups:

   a) Elementary school parents tended to be in favor of the integration policy whereas high school parents were less likely to support it.

   b) Elementary school parents tended to feel that the division was meeting its goals whereas high school parents were less likely to know whether or not the division was doing so.

   c) High school parents tended to report that they had not encountered any surprises as an outcome to integration whereas parents at the elementary level tended to have been surprised by several outcomes.

## Parents' Perception of their Children's Responses to Integration

The 47 parents at the six case study schools were asked to respond, to the best of their ability, to the following questions regarding their children. What changes had they noticed in their child's tolerance levels, self-confidence, academic performance, social skills, overall behavior, the number and types of friends they had made and their ability to interact with adults since integration had begun? Finally, how satisfied did they think their child was with integration? The content of these questions was analyzed for positive or negative responses.

Changes in tolerance since the implementation of integration were assessed. Parents of children with special needs were asked if they had noticed any changes in how schoolmates were treating their children. Parents of children without special needs were asked if they had noticed any changes in the behavior of their own children toward children with special needs.

Twenty-three of the 34 elementary school parents (68%) indicated positive changes in the behavior of, or treatment toward, their children. One parent of a special needs child commented that

> Kids look out more for those who have special needs. When (my child) does need help, the staff and other children all work together to help him.

All the parents of the non-special needs children noticed positive changes including the learning of tolerance, compassion, understanding and patience. Responses of the special needs parents in this regard, however, were not totally congruent. One parent responded in the following manner:

> Children don't mean to be cruel, but they can't help but notice difference. There are those who go out of their way to be helpful and kind but that is true of society in its entirety . . . .

Other parents as well reported that teasing or cruelty toward the special needs children still occurred regardless of the general overall acceptance of them.

At the high school level, positive comments from three of the parents of special needs children included the following:

> Being with normal kids lets our son go forward rather than keep stepping back.
>
> He is more outgoing, not as withdrawn.
>
> Her interaction with other kids has matured her. She learns the day-to-day vocabulary that normal (kids her age) use.

Again, however, total congruence among the parents of special needs children was not found. One parent said that "certain kids don't want to have anything to do with my child." Another reported that

> (Her child) has a hard time keeping up. Other students are sometimes jealous because (her child) gets to use a calculator in math.

Another parent reported that her child was initially in a class where other students were "really mean but that this year's class was better." Finally, one parent said that the students at the junior high school level "can be very cruel but that her child tends to be treated better at the high school level."

Four of the five responses from parents of non-special needs children were positive and suggested that these children tended to be tolerant regardless of the change in the school system.

One parent of a non-special needs child did report that her child

> . . . gets very annoyed with some of (the special needs children) . . . and dislikes a few of them who hit because they do not have complete control over their emotions. You are always aware that these kids are not functioning at the same level.

In summary, although positive changes regarding tolerance were reported by both groups of parents, divisions were evident. According to one group, tolerance toward children with disabilities was the natural state of affairs, whereas, according to the other, the absence of cruelty was a goal not yet fully achieved.

When asked if they had noticed any changes in self-confidence, academic achievement or overall behavior since integration, many changes were noted by parents of special needs children at the elementary level.

Out of 15 responses regarding self-confidence, 12 (80%) were positive. Increases were noticed in skills, competence in speaking out and feelings of accomplishment; decreases in anger were noted. One parent of a special needs child associated her child's increase in self-confidence to the move to junior high school, and another to the move to high school. One child, however, reportedly felt good about getting the extra help but also felt like "a dummy" for needing it.

When asked about changes in their children's academic achievement, nine out of 16 (56%) parents of elementary school special needs children reported positive academic change; four (25%) reported negative change.

Overall behavioral changes in their children were noticed by seven parents of elementary school special needs children. All of them were positive. A parent with two special needs children reported that they

> . . . used to fight with us a lot because they didn't want to go to school. Now they go out the door without even a blink or an argument. They don't fight as much with each other any more and they're not as angry as they used to be.

The other parents said that their children used to not want to go to school but now did;

were trying harder; used to have behavior problems but were getting better; or didn't complain about school being so hard any more. One parent said that her child was much more willing to try now, but that parent attributed the change to her child's improved physical changes rather than the change in the school system.

Four parents noticed these types of changes in their non-special needs children at the elementary level. Responses suggested that the ability to help the special needs children increased the self-confidence of the non-special needs children or that this group possibly benefited academically because of involvement in the peer-teaching of a special needs child. One parent, however, reported that her non-special needs elementary child had changed in a negative way by tending to go along with the disruption started by a special needs student in the classroom.

Parents of special needs high school students were also mostly positive in their comments about self-confidence and overall behavior. Out of five, four noted positive changes. The positive comments revealed that this group of students had taken on a lot more responsibility at home, accepted responsibility in general and were working harder or coming to terms with their disabilities. One student was reported to have declined in the first three years of integration but was now making gains toward positively directed behavior. Finally, one student was reported to have regressed.

Positive and negative responses regarding academic achievement for special needs students were evenly split. The positive changes were attributed to aide help, one-on-one teaching and the child's having become more outgoing.

One of the children improved in reading, but only after being put with children two school years younger, with the result that skill improvement occurred. This example reflected the old policy rather than the one based on age appropriate settings. Improvement of three of four students was associated, by the parents, with improvement in attitude or socialization or one-on-one teaching in math.

The four negative responses indicated that special needs children were doing worse academically simply because the work was getting more difficult at the higher grades and they were already so far behind the other students. One parent with two special needs children said "they do terrible academically . . . but we know it. They do the best they can." Another reported:

> Academically, my child has regressed quite a bit because integration occurred too quickly. (My child) was doing quite well before integration.

Parents of non-special needs children in high school reported no changes in self-confidence, academic achievement or overall behavior.

In summary, changes in special needs children at both the elementary and high school levels tended to be positive in terms of self-confidence and overall behavior as viewed by their parents, whereas changes in terms of academic performance were only slightly positive at the elementary level, and were both positive and negative at the high school level. Parents of non-special needs children reported no change in these areas with the exception of improved self-confidence in elementary children due to interaction with their special needs peers.

Parents were asked about changes in social skills, number and types of friends and ability to interact with adults. Parents of special needs children at the elementary school level were mostly positive about changes noted in their children's social skills. Change was attributed to increases in maturity and increased inclusion by others of the special needs child. Regarding friendships, a parent of an elementary school child, commented:

> Even if (the other) children don't hang around with (my child) at recess, they remember her at special times like give her treats, valentines . . . One little boy was . . . so sweet . . . I wonder if (my child) doesn't give him an outlet that he can be kind and gentle and caring that he doesn't have otherwise.

Another parent reported that her child had made friends but had chosen them poorly.

Finally, only the parents of children with special needs were asked whether they had noticed any changes in their child's ability to interact with adults and only three of the

29 parents responded to the question. Two parents of elementary school children cited examples of their child's increased involvement with adults. One reported their child doing public speaking in front of adults. The other child was more talkative and shared her thoughts more with her mother.

Parents of non-special needs children at the elementary level did not respond to the question regarding changes in the number of special needs children their child knew.

At the high school level two parents responded to the question on social skills. One reported positive change. The other said that her child had more temper tantrums and swore more since integration.

Four parents of special needs students at the high school level responded to the question regarding friendships in a positive way. One parent said:

> (My child's) teacher started a "circle of friends" program which really helped. My daughter phones other kids for no good reason. If you call that friends, she has a few.

The rest only said that their children have some new friends. One parent responded that her child's friends were the wrong kind.

When asked if they had noticed any changes in their child's ability to interact with adults, one parent of a high school special needs student answered:

> (My child's) attitude has changed for the better toward . . . teachers. (My child) respects them now and understands they are trying to help him. (My child) has more acceptance of the teacher's role and understands they have a job to do.

The rest of the parents did not notice any such changes since integration began.

Four parents of non-special needs high school students responded to the question regarding friendships:

> Yes, but not on any large scale.
>
> Hasn't made friends with any special needs children but does interact with those who are physically handicapped.
>
> There were no overall changes in (my child's) friends but (my child) does participate in a peer support group.
>
> Does have one friend who is a special needs student.

In summary, change noted in students' social skills tended to be positive for special needs children at the elementary level but mixed at the high school level. The number and type of friends for elementary special needs children did not appear to have changed, whereas, parents of high school students with special needs had viewed some positive changes. Parents of non-special needs children at the high school level also saw some positive change in this area. Parents had few examples of change in terms of interaction with adults, but those cited tended to be positive.

Conclusions drawn about parents' perception of their children's responses to integration are:

1. At the elementary level parents of special needs children viewed positive changes in their children's self-confidence, overall behavior and social skills, limited positive change in their academic achievement and no change in the number of friends they had.
2. At the elementary level, parents of non-special needs children noted increased confidence in their children, limited behavioral change and no change in academic achievement.
3. At the high school level, parents of special needs children noted positive change in their children's self-confidence, overall behavior and number of friends. Their response regarding academic achievement and social skills was mixed.
4. At the high school level, parents of non-special needs children noted positive change in their children's tolerance and interaction with special needs children. They reported no change in self-confidence, academic achievement or overall behavior.

## Parental Issues and Suggestions

Parents in favor of integration wanted the special needs of their children to be identified earlier and for others to have more patience with them. For older children, parents felt the process of change should be slowed down and special needs students should be caught up slowly before they were integrated, or they should be integrated for only part of the day rather than for the entire day. Parents felt integration should have been started right from the beginning of school instead of having a mass integration at one time.

Some parents suggested that integration should be skill-based rather than age-appropriate, that students with severe handicaps should have their own specialized program and that students should be failed and held back if they did not know the material. One parent said that "no mentally handicapped child should be subjected to junior high . . . ever." Some parents said that total integration might not be possible.

Parents wanted to be more informed and involved with the system. They also wanted teachers to try strategies that worked for them at home, to address rather than ignore the student/teacher personality conflicts and to make efforts toward increasing the tolerance of non-special needs children for those with obvious physical differences. They wanted support for parents whose children are just beginning to be integrated and to acknowledge the difficult time for the whole family and impact on the home environment. One parent said "I don't want them to go back to a segregated program. I can't handle another change." Another said, "Go back to the old way" because needs were being met and now they "slot them in where they best fit and maybe their needs are not being met."

The need for material and personal resources was suggested in several areas. Thirty-three parents recommended more aide time for individualized assistance. Two parents mentioned that buses did not have needs-appropriate seating. Another parent recommended more evaluation and day-to-day monitoring of emotional and academic progress. It was also recommended that existing staff receive more training; one parent added that all new teachers hired should have a special education background. Two parents recommended more funds for integration, while another said the program should be continued only if it did not cause the majority of students to suffer.

Parents felt that modifications to instruction were not matched with testing procedures and that students who have problems reading and writing should have verbal testing. They suggested that the recommendations of consulting firms should be followed. Three parents recommended that the division hire a psychologist trained in the area of special needs integration.

Finally, the parents felt that the special needs programs ought to be evaluated and upgraded on a regular basis.

In summary, parents' comments revealed that, while those in favor of integration indicated that a slower approach to integration should have occurred, some parents preferred a segregated or a partially integrated setting to a fully integrated one. They wanted improved communication with the school, support for families of children just being integrated and more resources for integration. Seventy percent (70%) of parents interviewed felt that there should be more aide time for individual help for special needs students.

## Summary

Responses of parents interviewed in the Yellowhead School Division varied by subgroups as can be seen in Table 28, which provides a summary of the perceived direction of change.

**Table 28**
**Overall Directional Summary of Parents' Comments by Issue, Special Needs Status and School Level**

| Issue | Elementary School | | High School | |
|---|---|---|---|---|
| | Special Needs | Non Special Needs | Special Needs | Non Special Needs |
| PARENTS: | | | | |
| Satisfaction with integration policy | + | + | +/− | +/− |
| Division goal achievement | + | + | +/− | +/− |
| Surprises | − | + | +/− | +/− |
| CHILDREN: | | | | |
| Tolerance | +/− | + | +/− | + |
| Self-confidence | + | + | + | Θ |
| Academic achievement | +/− | Θ | +/− | Θ |
| Overall behavior | + | Θ | + | Θ |
| Number/type of friends | − | Θ | + | + |
| Ability to interact with others | + | | + | |

**Key**

| | | | |
|---|---|---|---|
| + | Positive impact | +/− | Both positive and negative impacts |
| − | Negative impact | Θ | No impact |

The greatest perceptual difference occurred between elementary and high school parents, rather than between parents of special needs children and parents of non-special needs children. Parents of elementary children tended to view the implementation of the integration policy as a positive change, whereas parents of high school students had mixed responses. Parents of special needs students at the high school level, however, saw somewhat more positive change than did their counterparts without special needs children. These findings reflect the implementation process outlined in Chapter 4, which tended to focus on the elementary school level. It is not surprising that parent satisfaction is stronger in the area where greater division energy was spent problem solving and developing procedures. Parents' lack of knowledge at the high school level was indicative of the lesser focus placed on the integration process at this level. Positive changes identified by parents of special needs children at this level would indicate, however, that high schools were ready for more advances if the division shifted attention to problem solving at this level.

# Chapter 9 Putting It All Together

While each component of this complex study has resulted in specific conclusions outlined at the end of each chapter, what is needed, finally, is a way to pull the strands together into some general statements about study findings.

McLaughlin (1990) found that for the educational change process to be effective and for long-term policy directives to be realized, the following conditions had to be in effect:

1. The policy distinguishes between content and process.
2. Implementation dominates outcome; what it is matters less than how it is carried out.
3. The innovations must contribute to the organic life of the classroom and not be add-ons.
4. The commitment of leadership at both district and local levels is essential.
5. Local capacity and will influence practice; local variability is the rule.
6. Adoption is influenced more by embedded structures such as teachers' networks than by policy or formalized structures.
7. Resources or constraints do not predict outcome.

Study findings will be reviewed in the context of these conditions.

## The Policy Distinguished Between Content and Process

By dismantling the Student Services Department, by closing the EMH, TMH and resource rooms, and by devolving the responsibility of educating special needs students to the regular classroom teacher, a strong statement was made by the senior administration of the Yellowhead School Division. In one stroke the following practices were terminated: the identification of special needs students that in any way smacked of labelling, the extensive assessment and testing of students, student placement anywhere but in the regular classroom, the complex referral process and off-site responsibility for decisions made about special needs students. The old Special Education policy fell into disuse.

Because of the administrators' belief that policy should reflect practice, however, no concrete policy was developed to replace the old one during the years the vision solidified. Instead, division activities were guided by an informal series of statements and evolving definitions. The informal policy that emerged read roughly:

> *There will be integration in age-appropriate settings in regular classrooms in neighborhood schools for all special needs children and appropriate resources will be provided.*

The lack of a clear model or models meant that this informal policy was subject to varied interpretation and muddied by unforseen practical considerations. Everyone in the division knew that they had to have integration but no one was too sure how to do it. It was noted that case study schools that developed clear policies at the school level early on tended to be more effective in policy implementation.

Interestingly enough, when formal policy was developed in Year Five of the project, the vision had advanced again to the concept of "inclusion" rather than that of integration, and so in fact did not reflect practice.

To conclude, the integration policy was not clearly defined in the early stages of the project, but rather was emergent, informal and visionary. While the content and meaning were clear, the process was not and instead evolved painfully through confrontation and trial and error.

## Implementation Dominates Outcome

McLaughlin (1990) found that what a policy change was mattered less than how it was carried out. In the case of the integration process in Yellowhead, the decision was made at the top with little or no input from the future implementors of the policy. This lack of involvement and, therefore, lack of ownership was to cost the division in terms of time and personnel.

In the case study schools, it took at least three years for staff to get over the hostility engendered by lack of involvement in the early stages, and in some staff members, bitterness still remained at the time of the study. The survey revealed, however, that after five years, attitudes toward integration were significantly more positive in elementary teachers than in high school teachers. Not surprisingly, it was in elementary case study schools that models of integration had been successfully implemented. This finding supports McLaughlin's (1990) claim that belief can follow practice when a change is mandated. Having tried integration, teachers were better able to see its benefits. However, three years' worth of firefighting and conflict resolution might have been avoided if a more consultative style of decision making had been employed. The high schools, which lingered behind the elementary schools in both acceptance and implementation, were still demonstrating pockets of resistance at the end of Year Five and time would still be required to develop adequate models of integration at that level.

The way the decision was made had an impact on staffing as well. In the first place, significant changes were experienced by Special Education staff, all of whom were either relocated, terminated or had job description changes. After five years, only one-quarter of school-based Special Education staff remained at the same school and over one-third had moved out of the division. While there is no way of knowing how many would have stayed if the policy had not been implemented, the turnover was significant. The most significant issue for teachers related to training. In devolving responsibility to them for the education of special needs children, it was their feeling that significant training should have been provided as well. Over three-quarters of staff indicated in the survey that training had not been sufficient either initially or during the implementation period and that further training was still required. While the division had made efforts to provide inservice to a variety of teacher groups over the years, principals and high school teachers had received very limited training, and other groups had received varied amounts. As one teacher commented, one year you needed four years of special education training and the next year you needed none. Somewhere between these two extremes lies the appropriate amount of training for dealing with special needs children in the regular classroom, but this study showed no evidence that appropriate levels had been determined.

To conclude, the issues that affected the success of policy outcome were the means by which the policy decision was made and the concomitant negative impacts on time and personnel.

## Innovation Contributes to the Organic Life of the Classroom

Integration strikes at the heart of the classroom in that it can have a direct influence on students. In this study, three areas were explored in particular: academic performance, social or adaptive functioning and behavioral development.

Integration was not seen by division staff to have had an impact on academic performance of either special needs or regular students. However, slightly more than half the parents of elementary special needs students indicated that their children had demonstrated positive academic change, while at the high school level responses were evenly divided between positive and negative academic change. The student profiles in the study indicated that 70% of special needs students in the case study schools demonstrated academic difficulty. It is interesting to note, however, that 30% of students on IEPs were not demonstrating academic difficulty.

Integration was seen to have an impact on social development for both groups of students. Division staff indicated that regular students had demonstrated positive change in the areas of cooperation, tolerance and understanding, while social development of special needs students improved overall as a result of integration. Parents of elementary school children, special needs or not, reported positive change in the areas of self-confidence and the ability to interact with others. Two-thirds of parents of special needs elementary children reported increased tolerance on the part of their child's schoolmates, whereas all parents of regular students noted positive changes in the areas of tolerance, compassion, understanding and patience. Friendships were more of an issue with parents of high school students, and both parents of special needs and regular students noted positive change in this area. The student profiles indicated that 45% of students on IEPs had adaptive functioning at a range low enough to be referred for clinical remediation, but also indicated that 10% of the control group had similarly low adaptive functioning but were receiving no special attention. Again, it should be noted that 55% of students on IEPs were functioning socially within a normal range. Further, the lack of identification of one in 10 regular students with significant adaptive functioning needs is cause for concern.

Finally, behavioral development was considered for both groups of students. Staff viewed integration as having little impact on the behavior of regular students and in at least three-quarters of cases as having a positive impact on the behavior of special needs students, while at the same time indicated that the generally increasing prevalence of behavior problems was a significant unresolved issue. While the survey found this issue to be of concern among elementary teachers, behavioral or motivation problems were highlighted in one case study high school as the most critical outstanding issue. Many of the teachers interviewed in the case study schools indicated their growing concern with behavior problems linked to issues beyond the control of the school, such as family violence, neglect and substance abuse. Few strategies appeared available to them to help their students get beyond these issues to deal with learning. Generally, student profiles in case study schools indicated that about 40% of special needs students had significant behavior problems severe enough to be considered in the clinical range, or, again, that 60% did not. At least one student in five of the six case study schools demonstrated behavior in the clinical range with no evidence of remediation taking place.

When the three indices of academic performance, adaptive functioning and behavioral development were combined, 47% of special needs students on IEPs, in the case study schools, demonstrated significant problems in either two or three indicators, while 10% of regular students demonstrated similar levels of need that had not been either identified or addressed.

Integration at Yellowhead could not be considered an add-on or a frill in any way. Despite the lack of quantifiable data available over time, the series of snapshots taken by this study would indicate that integration had a positive impact on students' social and behavioral development while the impact on academic performance was less certain. What also emerged was the fact that current identification procedures were not completely reliable, in that some control group (i.e., regular) students appeared to have the same needs as those who had been identified as special needs students.

## Commitment of Leadership is Essential

No one would question the commitment of Yellowhead senior administrators to the concept of integration or the support they received from a majority of trustees. Their commitment, however, had to be transferred to the middle management level as well for the implementation of the concept to occur, and in this area attention was lacking. Unfortunately for some principals, their first awareness of the move to integration happened at budget meetings when they realized that the EMH and TMH classrooms would be closed the following year. Only one inservice session for principals on the topic of integration was documented in a five-year period. Training activities focused on ECS and primary teachers and those filling the classroom support positions. However, as educational leaders, principals could have benefited from considerably more professional development in the design and implementation of successful integration processes at the school level.

The analysis of case study schools revealed that those schools with significant administrative support for integration tended to move ahead more quickly. When principals encouraged the development of school-based policies and procedures regarding integration, when they established regular communication channels between CSTs and themselves, the staff, individual teachers and the CST team, and when they actively helped to solve problems and encourage innovative solutions, the school staff seemed better able to develop positive attitudes and achieve positive results with integration.

School-based leadership was a critical factor that was largely overlooked in the implementation process at Yellowhead.

## Local Variability is the Rule

Yellowhead administrators were obviously aware of this maxim when they encouraged local schools to develop their own integration models. By doing away with a centralized model (the Student Services Department) it was clear that schools were to try to solve these problems themselves. However, to make their point, the senior administrators went too far. Local variability, in the basic integration precepts, resulted in a complete lack of standardization that did not always benefit those for whom the process was intended. Definitions of terms, the process of identification of special needs students and the resulting IEPs varied so much between case study schools that it was sometimes difficult to find commonalities. For example, at one high school, none of the identified IEP students had behavior problems in the clinical range, yet staff at that same school indicated that 25% of the total student body had significant behavioral or motivational problems. Academic problems were reported to be more prevalent among elementary students on IEPs than among high school students, yet school visits revealed that some high school students were not involved in any core subjects at all. About one-quarter of special needs students on IEPs did not demonstrate significant problems in any of the three indices studied while 20% of control group students had significant problems in at least one area. In some schools, parents were involved in the development of IEPs, in other schools they were not. In some schools, the CST and regular classroom teachers had regularly scheduled meetings, in some they did not. In some schools pull-out activities for special needs students were used too much, in other schools they could have been used more.

The lack of clarity in the implementation process of the original integration vision and the resulting plethora of implementation models resulted in a lack of standardization. While local values, traditions and clientele needed to be accommodated, the basic structure should have been provided for all schools to adopt. Without it, some schools forged ahead, some floundered and some tried to ignore the whole thing. Local variability should occur only within the parameters of an agreed-upon structure. In the evolutionary process that was integration at Yellowhead, this was not the case.

## Embedded Structures are More Relevant to Teachers Than Formal Ones

After stressing the need for clear policies and models, it must be acknowledged that teachers react most favorably to informal persuasion such as observation, role modelling and shared experience. Many teachers teach despite policy rather than because of it and that stubborn independence and individuality are what make teachers successful in the classroom. It is important, therefore, to tap into informal networks to encourage teachers to adopt an innovation rather than to simply rely on formal professional development or interest groups.

In the Yellowhead School Division, teachers who were involved in a professional development research project that fostered professional growth in a collegial, non-threatening way reacted positively to the integration process. The networking that occurred in these self-help groups was seen as beneficial to teachers looking for strategies for integration in the classroom. It was suggested that this approach might be useful to other school jurisdictions looking at implementing the concept of integration.

## Resources Do Not Predict Outcome

McLaughlin (1990) found that resource adequacy was not a good predictor of project success in that generous resourcing in itself would not ensure a positive outcome while constrained resources did not spell failure. Success had much more to do with the will to succeed than anything else.

In the Yellowhead School Division, resources were not saved by terminating the Student Services Department, rather they were reallocated. Where there had been four to six salaries before, there were now two for the newly created Curriculum Directors. The rest of the funds were added to the general instructional pool resulting in a slightly lower pupil teacher ratio. With the addition of extra aide time, the division actually increased non-recoverable costs by $40,000 to $50,000 per year.

Facilities were renovated on an ad hoc basis and over the five-year period renovation costs totalled only $60,000. These were not directly attributable to integration but were renovations that facilitated access for special needs students and might have occurred anyway. As regular upgrading occurred, buildings were made more accessible to students with disabilities.

Transportation costs were not significant because regular buses were used in most cases to accommodate children with special needs. It must be noted that few medically fragile children or those requiring specially equipped vehicles (e.g., with oxygen) lived in the division. In fact, the division had fewer children with special needs than were represented by the provincial average. Because of the rural nature of the jurisdiction and the absence of specialized facilities, this finding was not surprising.

Teachers, however, perceived resources in all areas but transportation to be inadequate to support the concept of integration. When questioned about the frequency with which they had used available resources, however, they reported low frequencies. Where integration had occurred more successfully, namely in the elementary schools, teachers' perceptions regarding resource adequacy were significantly more positive than at the high school level.

Support services provided in the community were rarely used by teachers, although again, elementary teachers were more likely to use them than were secondary teachers. Consultants were used by a number of teachers and there was no indication that whether they were internal or external to division staff made much difference, which supports McLaughlin's (1990) most recent findings.

To conclude, although there can never be enough resources in schools, there was no evidence that integration was under-resourced. In fact, administrators at Central Office increased aide time and maintained that increase without anticipated provincial revenues accruing. Students who formerly would have attended a resource room but did not require an aide, and who might or might not have had an IEP, were now invisible to the division in that they had no features to distinguish them from the rest of the students. Rather than identifying specialized funds for the integration concept, the costs were embedded in the regular instructional budget.

## Final Comments

While the unique nature of the Yellowhead School Division and the qualitative, case-study approach of this study do not lend themselves to generalizations or overall recommendations for other jurisdictions in the province, some final observations or comments may be of use.

### *1 There is an elementary model for integration operating in Yellowhead.*

The case study schools revealed sufficient commonalities at the elementary level to conclude that a flexible model for integration is operating at the elementary level in Yellowhead. Specific characteristics include:

1.1 Administrative support in terms of facilitating communication about integration, encouraging staff training in the area of integration and modelling a commitment to the concept of integration that goes beyond mere acceptance.

1.2 A shared mission statement or set of goals regarding integration that was developed at the school level with considerable staff input.

1.3 A classroom support teacher who not only has some training in dealing with children with special needs but who is also a master teacher, a good communicator and negotiator, with a non-threatening way of working with regular classroom teachers.

1.4 Regular classroom teachers are given the final responsibility for preparation of IEPs for children with special needs, although they consult with a variety of others including the classroom support teacher, the principal, the counsellor, the aides and the parents.

The following areas of the model, however, require further exploration:

1. The identification of special needs students must be more thorough and uniform across the division so that none are overlooked.
2. The purpose and frequency of pull-out instruction needs clarification.
3. Aides should be included in the decision-making process about program development for special needs children.

4. Parents should be included in the decision-making process about program development for special needs children.

5. Strategies for the instruction of special needs children in the upper elementary grades, where the focus on content becomes more intensive, need to be defined and shared among teachers.

6. Both instructional strategies and coping skills for teachers to help them deal with behavior problems, which were linked to issues outside the school context but which affect performance in school, need to be explored.

7. Training opportunities for teachers need to be concrete and relevant to their evolving integration needs. At the same time new teachers require a basic orientation to integration concepts that have evolved to date.

8. Additional networking opportunities and inter-classroom visitations based on similarity of student need rather than teacher need are required to facilitate problem solving and strategy development.

### *2 There is not yet a model for integration at the secondary level.*

Despite some examples of good teacher cooperation, successful student integration and appropriate program modification, no case study school at the secondary level has developed a working model for integration. Overall, it appears that staff members are attitudinally where elementary teachers were several years before. A good deal of work has to be done to create attitudinal change before widespread implementation can occur. While the cultures of elementary and secondary schools are markedly different, there is no reason to suggest that an appropriate integration model cannot be developed for the secondary system; however, it will not be the elementary model that will be adopted. Instead, what is needed is a unique secondary model that acknowledges both the different culture in high school and the different needs of high school students and teachers.

Some of the issues that must be considered in the development of a secondary model for integration include:

1. **Preparation for life.** Special needs students may be receiving their last formal education at the secondary level and so it is the responsibility of the school to ensure that appropriate life and work skills are being provided.

2. **Individualizing instruction.** In a classroom where individualized instruction occurs, students proceed at their own pace. In this context, special needs students can function in a non-threatening environment at their own academic level.

3. **Record-keeping.** Issues concerning assigning grades on IEPs and graduation requirements must be explored.

4. **Additional training and support.** Teachers of lower-level academic subjects (e.g., Math 13) and teachers of optional courses (e.g., industrial arts) must receive appropriate training and in-class support for the delivery of individualized courses and assistance with their special needs students.

5. **Involvement.** Secondary teachers must have the opportunity to be involved in the decision-making process to define an integration model at the secondary level along with appropriate policies and procedures.

To conclude, the Yellowhead School Division has embarked on a courageous and rewarding journey of discovery to integrate special needs children into the regular classroom. Generally, despite start-up pains, the goal of integration has been met at the elementary level. However, the process will likely take from 12 to 15 years to be completely operational as a new generation of children moves through the system. After five years, the first few classes of integrated students are already knocking on the doors of the secondary schools, but the system has not yet determined how most appropriately to provide their high school education. This issue of a high school integration model must be the next action item on the division's agenda.

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# APPENDICES

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# APPENDIX 1
# Yellowhead School Division No. 12
# Policies and Role Descriptions

# Policy

The Board supports the provision of education programs for exceptional students who have special needs, whether the students are gifted, talented or educationally disabled.

# Guidelines

1. The Supervisor of Special Education is responsible for the identification, assessment, placement and programming for exceptional students of school age.

2. The Supervisor of Special Education is responsible for evaluating the individual progress of exceptional students.

3. The Assistant Superintendent will allocate teaching positions to individual schools to meet the needs of exceptional students.

4. Alberta Education Curricula will be used in special education classes.

5. Student Services provides standards that should be applied in identifying and assessing exceptional students.

6. Programs for exceptional students will encourage participation of students within a regular school environment whenever possible.

7. Parents may appeal a special education placement to the Yellowhead Local Appeals Committee.

8. Special Education Programs Grants will be spent on programs for the exceptionally disabled, gifted or talented.

9. Special Education Programs are provided in Board facilities except in rare instances where the Board contracts with other school jurisdictions or private schools to provide adequate programs.

## Procedures

1. The Supervisor of Special Education will assign rehabilitation aides on the basis of student needs.
2. All time allocated for Special Education Programs must be used for Special Education Programs.
3. Special Education Programs will be monitored and evaluated according to Section II of the Student Services Handbook.
4. A Special Education Report will be prepared annually by the Supervisor of Special Education.
5. Student Services will review its divisional policies, guidelines and procedures and make adjustments based on provincial and local monitoring evaluation studies and other relevant reports.
6. Special education standards and regulations are published in the Student Services Handbook.

# Background

The evaluation of student achievement is a process of appraisal that involves the acceptance of values as stated in the Board Goals combined with the use of varied observation instruments and measurement techniques to arrive at value judgments (Brooks and Van Cleaf, 1982). These judgments must focus upon people, processes and products. Because it is people whose processes create products, it is essential that student evaluation be seen as continuous and integral to effective teaching and considers all areas of child development relative to his/her education. Evaluation is therefore seen to be more comprehensive than grading students.

Student evaluation must be considerate of the present and future needs of the student and, at the same time, be based on the criteria of provincially approved curricula.

# Definitions

Should — Strongly encouraged to do so but may have alternate plans which must be substantiated.

Shall — Required to do so.

# Policy

Because individuals develop at unique rates through interaction with the environment, the Board believes that student evaluation should be an integral and continuous part of the teaching process designed to determine what a student knows and can do in all areas of development relative to his/her education.

## Guidelines

The purpose of student evaluation is to identify individual strengths and weaknesses in order to:

1. Determine a starting point for program planning in content, skill development and teaching methodology.
2. Acquire and utilize information for decision making about students.
3. Measure achievement of curricular objectives.
4. Provide students and parents with information pertinent to the student's education.
5. Provide a fair and just appraisal of student achievement at school.

## Procedures

1. Programs for instruction shall be developed to consider individual needs and will be consistent with the Program of Studies.

   1.1 Starting points for program planning shall reflect consideration for the following areas:

      a) determination of what a student knows (content and skills). Method used may include:

         - pre-tests
         - cumulative files, student records
         - conferences with students/parents
         - checklists of curricular goals
         - observation

      b) determination of how a student learns (methodology). Methods used may include:

         - observation
         - work sample
         - learning styles and preferences
         - motivation (internal and external)
         - surveys and inventories
         - conferences with students/parents/previous teachers

1.2 Course outlines including long-range objectives, basic resources and evaluation procedures shall be completed in accordance with school policy, but not later than September 30.

2. The teacher shall provide success-oriented experiences which allow students to progress continuously and develop a positive self-concept and a positive attitude toward learning. In making program decisions about students, the following factors shall be considered:

- academic achievement and ability
- history of previous retentions
- social and emotional makeup
- age
- student's attitude (child's incentive to make a personal commitment to try)
- parental attitude and support

The following factors may be considered:

- physical and mental maturity
- attendance
- family context
- medical history
- recommendations from outside agencies

2.1 If retention of a student is to occur, the following procedures shall be implemented:

a) Schools shall develop policy to identify processes and timelines that must be met to arrive at a decision regarding student placement.

b) There shall be early documented communication with parents. A formal communication regarding retention possibilities must be made prior to spring break.

c) A report containing information about students who are retained shall be submitted to the Superintendent by July 15. The report shall include the students' names, dates of birth, previous retentions, reasons for retentions and program modifications which will be recommended to provide continuity and success for the students.

2.2 Sometimes students require services offered by agencies outside the school. These services might include psychological testing, speech and language services or outside consultation. Where these services require expenditures of additional funds, the following procedures shall apply:

a) the teacher shall refer the need of the child to the principal.

b) the principal shall contact the appropriate Director of Curriculum.

c) the principal shall ensure that all the resources of the school have been employed.

d) the principal shall ensure that parental consent has been obtained.

2.3 The principal shall have the final responsibility for determining the placement of a student.

2.4 Parents shall be provided with the opportunity to be involved in all aspects of educational program decision making regarding their child. Involvement will occur through such means as:

a) case conferences
b) parent/teacher interviews
c) telephone calls
d) written communication, etc.

3. Achievement of curricular objectives shall be measured in a manner consistent with child development. The methods and the grading systems used to evaluate achievement shall demonstrate a continuous transition from Kindergarten through Grade 12. Methods used shall be both formal and informal, based upon defined criteria. Schools are required to develop a student evaluation plan which reflects a consistent transition across grade levels based upon the following general statements. Supporting documentation shall form part of the school education plan.

3.1 At the Kindergarten level, developmental progress, noted through checklists and observations, shall be discussed with parents at appropriate intervals.

3.2 At the Division I level, progress shall be measured using methods such as checklists and observations. Achievement should be reported in written anecdotal form and discussed with parents at appropriate intervals.

3.3 At the Division II level, progress shall be measured using methods such as checklists and observations as well as quizzes and unit tests. Achievement should be reported in letter grades, accompanied by written comments and discussion with parents at appropriate intervals.

3.4 At the Junior High level, progress shall be measured through a variety of methods employed at the elementary level. Final examinations should be introduced with weighting not to exceed 25 per cent of the final mark and the duration of the exams not to exceed 1.5 hours in length. Achievement should be reported in intervals of five per cent, accompanied by written comments and discussion with parents at appropriate intervals.

3.5 At the Senior High level, progress shall be measured by criteria established in course outlines. Final examinations shall not exceed a weighting of 50 per cent of the final mark and the duration of the final exam shall not exceed 2.5 hours per session in length. Achievement should be reported to the nearest per cent, accompanied by written comments and discussion with parents at appropriate intervals.

3.6 Students working on an individual education plan shall be evaluated on the basis of that plan and progress shall be reported in a manner reflecting the modification of the program and discussed with parents at appropriate intervals.

4. Students and parents shall be kept informed about their students' education on a regular and ongoing basis throughout the school year. A variety of means shall be used to provide this information.

These could take the form of:

a) formal report cards
b) interim report cards
c) parent/teacher interviews
d) telephone calls
e) anecdotal reports
f) work samples (daily assignments and tests)

4.1 Information about student progress in Grades 1 to 12 shall be reported to parents a minimum of five times per year. These five reports should occur as follows:

a) two verbal reports
b) three written reports

Information about student progress at the E.C.S. level shall be reported to parents a minimum of three times per year.

4.2 Verbal reporting should occur through Parent/Teacher conferences. Schools should attempt to provide an interval between written and verbal reports. The reporting schedule shall be outlined in the school education plan and shall reflect the needs of the community it serves.

4.3 Informal reporting shall take place on an ongoing basis in whatever form teachers deem most appropriate.

4.4 Written reports shall be provided for all students a minimum of three times per year. These reports shall be presented at regular intervals throughout the year.

4.5 The purpose of reporting pupil progress shall be:

a) to regularly inform the parent about their child's growth in learning and achievements within the school setting. This includes growth in the affective, psychomotor and cognitive domains. The child's self-concept must be the underlying consideration.

b) to regularly provide the student with feedback on his/her progress in learning achievements within the school setting.

5. Schools shall establish evaluation procedures which are a fair and just appraisal of student achievement.

5.1 Fairness and justness shall be achieved for both student and teacher.

a) The teacher shall have available and the student, where appropriate, shall be provided with:

- a clear statement of course objectives in advance of instruction.
- a description of standards to be attained and the criteria to be used in evaluating him/her.

b) The student or his/her parent(s) shall expect:

- an opportunity to appeal the evaluation the student has received.
- reasonably similar treatment as all other students in a given program.
- reasonably similar treatment (evaluation) from teacher to teacher in various sections of a subject.
- that all schools shall follow the Alberta Program of Studies and Curriculum Guides.

5.2 In the event of a dispute over marks, consultation among the student, his parents where appropriate and the teacher should be the first avenue of appeal. This shall occur within one week of the student receiving the grade.

5.3 In the event that no resolution is reached between teacher and parent, the first formal request of appeal shall be made in writing to the principal within two weeks of the student receiving his/her final grade. The written appeal shall contain the reasons for the appeal.

5.4 Appeals of marks on any work except the final grade must occur by the end of the school day following the return of the assessment, test, report, etc. Thus it is expected that an appeal of the final standing involving term work will be accepted only if there is reason to believe that the calculations of the term work weighting were inaccurate.

5.5 The principal shall initiate whatever steps are deemed necessary to review the basis for the original evaluation including one or more of the following:

- consultation with the teachers involved.
- a check of the records.
- a personal hearing of the student's appeal.
- an investigation of the evaluation procedures followed.
- allowing the student to see his/her final examination.

5.6 Following the investigation and/or any subsequent appeal, the principal shall report the findings to the appellant, in writing, within two weeks of the receipt of the appeal.

5.7 A copy of each appeal and a record of its final disposition shall be forwarded to the Superintendent.

5.8 In the event that the student, or parent where appropriate, is not satisfied with the principal's findings, an appeal may be made to the Superintendent of Schools. This appeal must be made in writing and within one week of receiving the report from the principal.

**POLICY 3007 STANDARDIZED TESTING** (Current)

June 28, 1989
(Amended September 5, 1990)

## Policy

**The Board of Trustees of Yellowhead School Division supports the administration of standardized tests to students providing the use and interpretation of these tests is educationally sound and developmentally appropriate for each student.**

## Guidelines

1. All students in Yellowhead School Division will participate in achievement testing and diploma examinations as prescribed by Alberta Education. Individual students may be exempted from these tests if their school program has been modified to meet their individual needs.

2. Canadian Achievement Tests will be administered to provide administration and teachers with a benchmark of student achievement in Yellowhead School Division as compared to standardized Canadian norms. This information will not be used at the individual student level or as a measure of student learning.

3. Referrals for psychoeducational assessment of a child will be made by the classroom teacher, in consultation with the classroom support teacher and the principal, to the Director(s) of Curriculum.

4. Psychoeducational tests will only be administered when the information provided by such tests is necessary to provide assistance to schools in developing programs to meet the needs of an individual student, and only after schools have attempted to provide for an individual student using school-based expertise and personnel.

5. Other diagnostic tests may be administered to individual students by school-based personnel for the purpose of securing information which will assist in developing an appropriate program for that student.

# Procedures

1.1 Provincial Achievement Examinations will be administered to Grades 3, 6 and 9 on the dates set in June by Alberta Education. Diploma Examinations will be on the dates set by Alberta Education.

1.2 Students in Grades 3, 6 and 9 who are on an Individualized Education Plan for the subject on which the Provincial Achievement test will be based may be exempt from taking that achievement examination.

1.3 Results of Provincial Achievement Examinations shall be shared with parents at their request. Interpretation by a qualified professional will be part of this sharing.

1.4 Provincial Achievement Tests shall be used only with students in Grades 3, 6 and 9.

2.1 Canadian Achievement Tests will be administered yearly in Grades 4, 6 and 8. Dates for administration of these tests will be set by Education Services Centre Staff. Students may also be exempt from part of all of these tests based on their individual education plans.

2.2 Results of Canadian Achievement Tests shall be shared with parents at their request. Interpretation by a qualified professional will be part of this sharing.

2.3 Canadian Achievement Tests shall be used only with students in Grades 4, 6 and 8.

3.1 Referrals for psychoeducational assessment will be submitted using the revised Yellowhead School Division Referral Form.

3.2 All referrals must be signed by the parent or guardian after approval for testing has been gained from Education Services Centre.

3.3 Approval for psychoeducational assessment shall be the responsibility of appropriate Education Services Centre Staff.

4.1 A copy of all psychoeducational assessment results shall be kept in the student's file at the school and in the records at the Education Services Centre and shall be treated as confidential information.

4.2 Results of these assessments shall be shared with and explained:

a) to the parents, if a student is younger than 16 years of age.

b) to the parents and/or the student, if a student is 16 years of age or older.

5.1 Information gained from standardized tests administered by classroom support teachers shall be kept on file at the school.

5.2 Results shall be shared with and interpreted to parents upon request by parents.

# Policy

The Board of the Yellowhead School Division believes that all children have the right to a quality education; an education that shall provide a sense of belonging and acceptance in the school community and which will lead to personal growth, development and success of the individual child.

# Guidelines

1. All students will receive their education in an age appropriate setting, and within the students' own attendance area.
2. All students shall be given the opportunities to successfully participate in all aspects of school life.
3. All students shall be fully participating members of a regular classroom with programs in place which best meet their educational needs within the classroom context.
4. Learning experiences provided for students will be developmentally and age appropriate.
5. The classroom teacher is responsible for all students in his/her classroom.
6. School policy on classroom support shall reflect divisional policy and the specific circumstances of that school and will be directed toward providing assistance to the classroom teacher and to individual students.
7. Additional assistance may be provided through divisional and external consultants.
8. Parents shall be given opportunities and be encouraged to participate in their child's education.

# Procedures

1.1 At the elementary and junior high school level the age of all students within any classroom shall vary by not more than one year from the average age of students in that grade.

1.2 The principle of appropriate placement will also be maintained at a high school level with flexibility available for individual students wishing to obtain certain program standards or credits.

2.1 School life shall include all those activities to which students are exposed as part of their school life.

3.1 Individualized education plans shall be developed to accommodate students in the regular classroom whose needs cannot be met through instruction in the prescribed Program of Studies for that grade level.

3.2 An appropriate IEP will consider all aspects of a child's development.

3.3 The emphasis of any IEP shall be on modification of the regular Program of Studies rather than on the development of an exclusive and separate program.

3.4 Specific objectives of a child's individualized program may be supplemented by programming outside of the regular classroom when this environment addresses additional needs of that child (e.g. community-based instruction).

3.5 Parents shall be invited to participate in the development of their child's individualized program and their written approval must be obtained prior to implementation of the program.

4.1 The teacher must provide educational experiences that match the student's demonstrated levels and styles of learning and maintain their interest and motivation.

5.1 The classroom teacher is accountable for the development, implementation and evaluation of all students' programs.

6.1 Factors such as staffing, expertise, school population . . . will be considered in the design of a school's classroom support policy. This policy will clarify roles, responsibilities and procedures necessary to meet students' needs at the school level.

7.1 Further support may be accessed by a referral to the Director(s) of Curriculum when the needs of the student or teacher exceed the available resources within the school.

8.1 The classroom teacher is the key contact person with the parents and will maintain regular communication with them throughout the school year.

# ROLE AND RESPONSIBILITY STATEMENT FOR SUPERVISOR OF SPECIAL EDUCATION

**FOR THE DIVISION, THE SUPERVISOR OF SPECIAL EDUCATION SHALL BE RESPONSIBLE FOR:**

1. The conduct, outcome and evaluation of all special needs programs and counselling programs for school-age students.
2. The planning and control of expenditure of funds for school-age special needs and counselling programs.
3. The planning, monitoring and evaluation of all school-age special needs and counselling inservice programs.
4. Policy review and/or development as this relates to school-age special education management finance plan requirements.
5. Ensuring that Alberta Education standards for special education programs are met.
6. Participating in the recruitment of special education staff.
7. Acting as a resource person for special education staff and participating as a member of the team treating students with multiple problems.
8. Monitoring placements and placement procedures of special needs students.
9. Providing an environment which fosters a positive attitude of employees toward the student, the parents, toward other employees, the schools, the division and its programs.
10. Providing an environment which fosters a positive attitude of parents and the community toward the schools, the division and its programs.
11. Such additional duties and obligations as are assigned by the Deputy Superintendent of Schools.

**REGULATION 1006-10** **August 28, 1985**

## ROLE AND RESPONSIBILITY STATEMENT
## FOR
## EDUCATIONAL PSYCHOLOGIST

**FOR THE DIVISION, THE EDUCATIONAL PSYCHOLOGIST SHALL BE RESPONSIBLE FOR:**

1. The psychoeducational assessment of all students who are experiencing learning, personality, emotional or behavior difficulties.
2. The assessment of students referred for programs for the talented or gifted.
3. The routine reassessment of students within special education programs.
4. The provision of recommendations in case conferences arising from assessment to parents and school personnel regarding educational programming, program placement and referrals to other professionals.
5. The assessment of reported behavior problems and the recommendation for appropriate programming.
6. Providing consultation to school counsellors regarding student mental health and counselling concerns.
7. Supervising intellectual testing conducted by teachers who are qualified to administer psychological tests.
8. Providing an environment which fosters a positive attitude of employees toward the student, the parents, toward other employees, the schools, the division and its programs.
9. Providing an environment which fosters a positive attitude of parents and the community toward the schools, the division and its programs.
10. Such additional duties and obligations as are assigned by the Deputy Superintendent of Schools.

(no date)

# ROLE AND RESPONSIBILITY STATEMENT
# FOR
# SPEECH AND LANGUAGE PATHOLOGIST

## FOR THE DIVISION, TO DEVELOP AND IMPLEMENT THE HEARING IMPAIRED AND SPEECH AND LANGUAGE PATHOLOGY PROGRAM:

1. To implement a Divisional Speech and Language Pathology program in consultation with school personnel, Superintendency staff and other members of the educational services department.

2. To conduct assessment and diagnosis in the areas of speech, language, voice and fluency, on referral from school based personnel.

3. To establish priorities of treatment for individual cases and to provide direct treatment services where appropriate.

4. To design and provide for implementation of individual remediation programs for children demonstrating oral communication disorders.

5. To participate in the hiring, training, performance evaluation and supervision of rehabilitative aides for hearing impaired children and Speech and Language Aides.

6. To arrange for referral to outside agencies and practitioners where appropriate and to maintain appropriate liaisons.

7. To maintain appropriate records and to provide assessment and treatment reports.

8. To keep abreast of current research and development in the field and to disseminate timely and relevant information within the system as required.

9. To carry out other specific responsibilities as may from time to time be requested by the Deputy Superintendent.

(no date)

# REHABILITATIVE AIDE GUIDELINES

Increasingly the Rehabilitative Aide is becoming an integral part of the educational world. Definitely, there has been increasing demands for the services of Rehabilitative Aides. This demand is in response to local school jurisdictions accepting the responsibility of providing an education for all children including the children with exceptional needs. Obviously, the Rehabilitative Aide will be an influence on the field of education. Their involvement is necessary and desired. If Rehabilitative Aides are increasingly involved in the education of children, it is by necessity that these people be involved in some of the mechanics of the process of education. Staff meetings, program planning, supervision, parent-teacher conferencing are examples of areas of involvement which should include the Rehabilitative Aide.

Presently, guidelines and role descriptions for Rehabilitative Aides are not readily available. The following document will provide some guidelines to the responsibilities and needed skills of Rehabilitative Aides.

## Who Supervises the Rehabilitative Aide?

The duties of the Rehabilitative Aide are subject to the direct supervision of the supervising Teacher. Supervision of the Aide by the Principal is general in nature, although the supervising Teacher is answerable to the Principal. Only in terms of programming and appropriate use of Rehabilitative Aides is the Aide and the supervising Teacher answerable to the Supervisor of Special Education or the Supervisor of Early Childhood Education.

## Which Children Can the Rehabilitative Aide Work With?

Generally, the major population the Rehabilitative Aide will work with are the mentally handicapped and to a lesser degree, students with emotional-behavioral problems, physical disabilities, visual impairments or hearing impairments. The primary responsibility of the Rehabilitative Aide is to work directly with children. This work can be in a small group setting or on a one-to-one basis depending on the special needs of the classroom and the special needs of the exceptional child for which the Aide has been hired. This responsibility is to be outlined in a case conference chaired by the Supervisor of Special Education or the Supervisor of Early Childhood Education.

## Who Attends the Case Conference?

It is necessary that the Teachers, Rehabilitative Aide and Supervisor of Special Education or Supervisor of Early Childhood Education attend. The Principal or designate and the parents and others involved in the education of the student are to be encouraged to attend.

## Who Hires the Rehabilitative Aide?

Hiring of the Aide is to be accomplished through interviewing involving the Principal and the Supervisor of Special Education or Supervisor of Early Childhood Education. Perspective Rehabilitative Aides to be hired should be introduced to the supervising Teacher and, after a short visit, the supervising Teacher shall be provided an opportunity to express her/his opinion.

## What Skills are Required of the Rehabilitative Aide?

The basic condition for hiring an Aide must be that they like to be around children and that they want to be a help in the school setting. Other skills required of the Rehabilitative Aide are:

1. That the Rehabilitative Aide is a complementary force rather than a competitive one in the classroom.

2. That the Rehabilitative Aide is self-motivating and empathetic.

3. That the Rehabilitative Aide has an objective view of her strengths and weaknesses thus enabling her to utilize her skills to the greatest advantage in complementing the teachers and the classroom setting.

4. That the Rehabilitative Aide accepts the premise that exceptional children learn at their own pace and that discovery as well as practice brings about the understanding and self-confidence necessary to optimize the conditions for the child to deal with his exceptionality.

5. That the Aide has the necessary aptitude and skills for flexibility and constructive handling of potential conflict situations regarding teachers, school staff, administration and parents.

6. That the Rehabilitative Aide conduct herself in a professional manner regarding confidential information and school related matters.

7. That the Rehabilitative Aide have interpersonal skills and discipline and control needed for pupil supervision and behavior management.

### Who Evaluates the Rehabilitative Aide?

The evaluation of the Rehabilitative Aide should be done by the person who directly supervises her -- the supervising teacher.

A newly hired Rehabilitative Aide must have an evaluation within the first six months of her probationary period by her supervising teacher. This evaluation is submitted in writing to the Principal. Any Rehabilitative Aides providing continuous annual service are to have annual evaluations (for evaluations see suggested forms, page 11). The contents of these evaluation reports should be shared with the Aide. Any dissatisfaction with the Aide shall be communicated to the Principal and to either the Supervisor of Special Education or Supervisor of Early Childhood Education by the supervising Teacher.

Disciplinary Action — Resolution of problems with the Aides begins with the Rehabilitative Aide and the supervising Teacher. If matters of conflict or competency cannot be resolved between the Teacher and the Aide, the school Principal is to be involved. The Secretary Treasurer is available for consultation on contract and union implications should this information be needed. Should it be necessary for the dismissal of a Rehabilitative Aide, the Supervisor of Special Education or the Supervisor of Early Childhood Education shall be notified.

### Orientation of the Rehabilitative Aide

The supervising Teacher should not forget to orientate the new Rehabilitative Aide. Orientation should include orientation to the school as well as to the classroom. Should specific inservicing be required, the Supervisor of Special Education or the Supervisor of Early Childhood Services will outline this in the case conferencing.

## AIDE'S ROLE: MAJOR FUNCTIONS

I. ONE TO ONE WORK WITH THE CHILD

- According to the plan; and,
- Under the Supervision of the teacher.

II. INTERVENTION

- As necessary, with an emphasis on increasing socialization; and,
- With a view to assisting the child toward greater independence.

III. CHILD CARE AND SAFETY

- As necessary; and,
- With a view to assisting the child toward greater independence.

## AIDE'S ROLE: SUPPLEMENTARY FUNCTIONS

1. Daily anecdotal record keeping - program, home program
2. Summarizing anecdotal records
3. Facilitating interaction between teachers and child
4. Knowing the program and schedule
5. Modification of materials
6. Meeting with teacher and parents
7. Participating in case conferences
8. Acting in a professional manner
9. Increasing knowledge and capability through inservice, meeting with resource people, reading, etc.

# APPENDIX 2
# Teacher/Staff Personnel Survey - Results

# Yellowhead School Division
## Integrated Services Review
## Teacher/Staff Personnel Survey

As part of the process of evaluating integration in the Yellowhead School Division, Gail V. Barrington & Associates wishes to obtain as much information from as many individuals involved in the process as possible. In the following survey we are interested in tapping the staff and teachers' perspectives of the integration process. The survey is divided into three sections: The Change Process. The Impact of Integration on Students and Satisfaction and Recommendations. We would appreciate it if you would fill it out and return it to our office in the envelope provided. To ensure confidentiality, please do not put your name on the questionnaire or the envelope.

Note: Please feel free to attach additional comments on a separate sheet of paper if the space provided for comments throughout the survey is not adequate.

**Only the evaluators will see the questionnaires and raw data. Survey results will be reported in aggregate form (i.e. frequencies/percents) only.**

## I The Change Process

In this section we would like to get some information on the change process regarding integration in the school district and your perspective on how it was implemented.

1. First of all, how much overall impact do you feel the change to integration has had on your school?

| | Very Low | Low | Moderate | High | Very High | No Opinion/Don't Know | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 8 | 30 | 86 | 74 | 40 | 26 | 10 | 264 |
| % | 3.0 | 11.4 | 32.6 | 28.0 | 15.2 | 9.8 | | |

*Next are some statements relating to the implementation of integration. Please indicate after each whether you Strongly Disagree, Disagree, are Neutral, Agree, Strongly Agree or whether you feel the statement is Not Applicable to your situation.*

2. I feel I had enough input into the decision to begin integration in the school division.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Applicable | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 113 | 60 | 20 | 7 | 4 | 67 | 3 | 271 |
| % | 41.7 | 22.1 | 7.4 | 2.6 | 1.5 | 24.7 | | |

3. I feel that I currently have enough input into planning related to integration in my school.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Applicable | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 41 | 75 | 40 | 58 | 17 | 37 | 6 | 268 |
| % | 15.3 | 28.0 | 14.9 | 21.6 | 6.3 | 13.8 | | |

4. I feel I had enough inservice/training prior to the start of integration.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Applicable | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 121 | 74 | 22 | 15 | 0 | 39 | 3 | 271 |
| % | 44.6 | 27.3 | 8.1 | 5.5 | 0.0 | 14.4 | | |

5. The inservice/training I have received since integration began has been adequate.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Applicable | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 76 | 109 | 32 | 24 | 0 | 30 | 3 | 271 |
| % | 28.0 | 40.2 | 11.8 | 8.9 | 0.0 | 11.1 | | |

6. I feel I need further inservice/training relating to integration in the future.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Applicable | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 9 | 8 | 19 | 105 | 107 | 22 | 4 | 270 |
| % | 3.3 | 3.0 | 7.0 | 38.9 | 39.6 | 8.1 | | |

*Please rate the adequacy of the following aspects as they relate to integration in your school.*

7. Funding resources

| | Very Inadequate | Inadequate | Somewhat Adequate | Adequate | Very Adequate | No Opinion | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 27 | 75 | 48 | 40 | 8 | 69 | 7 | 267 |
| % | 10.1 | 28.1 | 18.0 | 15.0 | 3.0 | 25.8 | | |

8. Classroom support (i.e., Aides/Classroom Support Teachers)

| | Very Inadequate | Inadequate | Somewhat Adequate | Adequate | Very Adequate | No Opinion | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 44 | 75 | 80 | 46 | 13 | 12 | 4 | 270 |
| % | 16.3 | 27.8 | 29.6 | 17.0 | 4.8 | 4.4 | | |

9. Testing and assessment

| | Very Inadequate | Inadequate | Somewhat Adequate | Adequate | Very Adequate | No Opinion | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 32 | 79 | 63 | 38 | 5 | 54 | 3 | 271 |
| % | 11.8 | 29.2 | 23.2 | 14.0 | 1.8 | 19.9 | | |

10. Facilities/equipment resources

| | Very Inadequate | Inadequate | Somewhat Adequate | Adequate | Very Adequate | No Opinion | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 27 | 78 | 68 | 54 | 8 | 35 | 4 | 270 |
| % | 10.0 | 28.9 | 25.2 | 20.0 | 3.0 | 13.0 | | |

11. Transportation resources

| | Very Inadequate | Inadequate | Somewhat Adequate | Adequate | Very Adequate | No Opinion | Missing | n |
|---|---|---|---|---|---|---|---|---|
| n | 10 | 16 | 23 | 72 | 15 | 134 | 4 | 270 |
| % | 3.7 | 5.9 | 8.5 | 26.7 | 5.6 | 49.6 | | |

For Teachers Only

12. In general, how adequate is the feedback you have received about your integration activities in the classroom. (M=Missing)

| | Very Inadequate | Inadequate | Somewhat Adequate | Adequate | Very Adequate | No Opinion | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 33 | 41 | 30 | 29 | 6 | 30 | 105 | 169 |
| % | 19.5 | 24.3 | 17.8 | 17.2 | 3.6 | 17.8 | | |

*How frequently do you discuss or exchange information regarding integration issues with the following?*

13. Administrative staff in my school

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n | 49 | 157 | 49 | 19 | 255 |
| % | 19.2 | 61.6 | 19.2 | | |

14. The Classroom Support Team in my school

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n | 36 | 105 | 105 | 28 | 246 |
| % | 14.6 | 42.7 | 42.7 | | |

15. Other Teaching Staff in my school

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n | 12 | 166 | 76 | 20 | 254 |
| % | 4.7 | 65.4 | 29.9 | | |

16. Other support staff in my school

| | **Never** | **Occasionally** | **Frequently** | **Missing** | **n** |
|---|---|---|---|---|---|
| **n** | 50 | 136 | 68 | 20 | 254 |
| **%** | 19.7 | 53.5 | 26.8 | | |

17. Staff in other schools

| | **Never** | **Occasionally** | **Frequently** | **Missing** | **n** |
|---|---|---|---|---|---|
| **n** | 131 | 120 | 3 | 20 | 254 |
| **%** | 51.6 | 47.3 | 1.2 | | |

18. Professional Associations

| | **Never** | **Occasionally** | **Frequently** | **Missing** | **n** |
|---|---|---|---|---|---|
| **n** | 185 | 66 | 4 | 19 | 255 |
| **%** | 72.5 | 25.9 | 1.6 | | |

19. BATPIG (Research Project)

| | **Never** | **Occasionally** | **Frequently** | **Missing** | **n** |
|---|---|---|---|---|---|
| **n** | 203 | 36 | 13 | 22 | 252 |
| **%** | 80.6 | 14.3 | 5.2 | | |

20. Parents

| | **Never** | **Occasionally** | **Frequently** | **Missing** | **n** |
|---|---|---|---|---|---|
| **n** | 66 | 159 | 30 | 19 | 255 |
| **%** | 25.9 | 62.4 | 11.8 | | |

21. Interest Groups for the Disabled

| | **Never** | **Occasionally** | **Frequently** | **Missing** | **n** |
|---|---|---|---|---|---|
| **n** | 222 | 32 | 0 | 20 | 254 |
| **%** | 87.4 | 12.6 | 0.0 | | |

22. Other (please specify) ____________________________________________

For Teachers Only

*How frequently have you accessed the following sources of support for assistance with integration issues in your classroom?*

23. Consultants

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n/% | 67/33.8 | 123/62.1 | 8/4.0 | 76 | 198 |

24. Central Office Staff

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n/% | 94/48.0 | 92/46.9 | 10/5.1 | 78 | 196 |

25. Local Health Unit

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n/% | 109/55.3 | 81/41.1 | 7/3.6 | 77 | 197 |

26. The Education Response Centre

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n/% | 172/88.2 | 22/11.3 | 1/0.5 | 79 | 195 |

27. Alberta Family and Social Services

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n/% | 134/68.0 | 59/30.0 | 4/2.0 | 77 | 197 |

28. Edmonton Public School Board Consulting Services

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n/% | 156/79.6 | 39/19.9 | 1/0.5 | 78 | 196 |

29. Glenrose Rehabilitation Hospital

| | Never | Occasionally | Frequently | Missing | n |
|---|---|---|---|---|---|
| n/% | 147/75.0 | 49/25.0 | 0/0.0 | 78 | 196 |

30. Other (please specify) ______________________________

*How would you describe the overall attitude of the following groups regarding integration both when it began in the school division and now.*

**KEY 1 = Very Negative (VNg) 2 = Negative (Ng) 3 = Neutral (N) 4 = Positive (P) 5 = Very Positive (VP)**
**6 = Don't Know (DK)** (M=Missing)

31. Teachers

| | When Integration Began | | | | | | | | Now | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VNg | Ng | N | P | VP | DK | M | n | VNg | Ng | N | P | VP | DK | M | n |
| n | 72 | 84 | 40 | 14 | 1 | 48 | 15 | 259 | 18 | 82 | 68 | 62 | 3 | 13 | 28 | 246 |
| % | 27.8 | 32.4 | 15.5 | 5.4 | 0.4 | 18.5 | | | 7.3 | 33.3 | 27.6 | 25.2 | 1.2 | 5.3 | | |

32. Teacher Aides

| | When Integration Began | | | | | | | | Now | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VNg | Ng | N | P | VP | DK | M | n | VNg | Ng | N | P | VP | DK | M | n |
| n | 19 | 45 | 67 | 36 | 6 | 85 | 16 | 258 | 7 | 39 | 56 | 80 | 19 | 44 | 30 | 245 |
| % | 7.4 | 17.4 | 26.0 | 14.0 | 2.3 | 32.9 | | | 2.9 | 15.9 | 22.8 | 32.7 | 7.8 | 18.0 | | |

33. School Administration

| | When Integration Began | | | | | | | | Now | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VNg | Ng | N | P | VP | DK | M | n | VNg | Ng | N | P | VP | DK | M | n |
| n | 12 | 33 | 70 | 65 | 5 | 68 | 21 | 253 | 2 | 19 | 51 | 116 | 20 | 36 | 30 | 244 |
| % | 4.7 | 13.0 | 27.7 | 25.7 | 2.0 | 26.9 | | | 0.8 | 7.8 | 20.9 | 47.5 | 8.2 | 14.8 | | |

34. Students

| | When Integration Began | | | | | | | | Now | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VNg | Ng | N | P | VP | DK | M | n | VNg | Ng | N | P | VP | DK | M | n |
| n | 6 | 21 | 104 | 25 | 3 | 97 | 18 | 256 | 5 | 23 | 95 | 66 | 14 | 45 | 26 | 248 |
| % | 2.3 | 8.2 | 40.6 | 9.8 | 1.2 | 37.9 | | | 2.0 | 9.3 | 38.3 | 26.6 | 5.6 | 18.1 | | |

35. Parents

| | When Integration Began | | | | | | | | Now | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VNg | Ng | N | P | VP | DK | M | n | VNg | Ng | N | P | VP | DK | M | n |
| n | 20 | 51 | 57 | 23 | 1 | 97 | 25 | 249 | 8 | 37 | 55 | 56 | 7 | 79 | 32 | 242 |
| % | 8.0 | 20.5 | 22.9 | 9.2 | 0.4 | 39.0 | | | 3.3 | 15.3 | 22.7 | 23.1 | 2.9 | 32.6 | | |

36. Other Community Members

| | When Integration Began | | | | | | | | Now | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VNg | Ng | N | P | VP | DK | M | n | VNg | Ng | N | P | VP | DK | M | n |
| n | 7 | 23 | 54 | 9 | 0 | 147 | 34 | 240 | 2 | 10 | 59 | 26 | 3 | 139 | 35 | 239 |
| % | 2.9 | 9.6 | 22.5 | 3.8 | 0.0 | 61.3 | | | 0.8 | 4.2 | 24.7 | 10.9 | 1.3 | 58.2 | | |

37. How would you describe your attitude toward integration when the policy was first implemented (or when you first began working in this Division)? (M=Missing)

| | **Very Negative** | **Negative** | **Neutral** | **Positive** | **Very Positive** | **No Opinion/ Don't Know** | **M** | **n** |
|---|---|---|---|---|---|---|---|---|
| n | 23 | 66 | 84 | 57 | 14 | 22 | 8 | 266 |
| % | 8.6 | 24.8 | 31.7 | 21.5 | 5.3 | 8.3 | | |

38. How would you describe your attitude toward integration now?

| | **Very Negative** | **Negative** | **Neutral** | **Positive** | **Very Positive** | **No Opinion/ Don't Know** | **M** | **n** |
|---|---|---|---|---|---|---|---|---|
| n | 17 | 66 | 55 | 85 | 31 | 10 | 10 | 264 |
| % | 6.4 | 25.0 | 20.9 | 32.2 | 11.7 | 3.8 | | |

39. Please comment on any general attitude changes you have noticed since integration began in your school.

For Teachers Only

40. Please use the following space to list any specific strategies you are now using in the classroom as a result of integration.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

41. In general, how would you say the change to integration has affected your teaching style? (M=Missing)

| | Very Negatively Affected | Negatively Affected | Stayed the Same | Positively Affected | Very Positively Affected | No Opinion | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 1 | 18 | 89 | 63 | 4 | 15 | 84 | 190 |
| % | 0.5 | 9.5 | 46.9 | 33.2 | 2.1 | 7.9 | | |

42. How would you rate the effectiveness of Individualized Education Plans (IEPs) as they relate to your classroom activities? (M=Missing)

| | Very Ineffective | Ineffective | Neutral | Effective | Very Effective | No Opinion | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 13 | 25 | 53 | 56 | 8 | 32 | 87 | 187 |
| % | 7.0 | 13.4 | 28.3 | 29.9 | 4.3 | 17.1 | | |

43. Please use the following space to elaborate on the general effect of integration in your classroom:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## II The Impact of Integration on Students

In this section we are interested in finding out how the change to integration has affected all students in the district. Please respond to each statement in the separate sections provided for "Integrated Students" and for "Other Students." The definitions for each are as follows:

Integrated Students - any student who is now or has at some time been assigned an Individualized Education Plan (IEP)
Other Students - all other students

*Please rate the following in terms of any noticeable changes that have occurred since integration began in your school.*

**KEY 1 = Much Lower (ML) 2 = Lower (L) 3 = No Difference (ND) 4 = Higher (H) 5 = Much Higher (MH)**
**6 = Don't Know (DK)** (M=Missing)

44. Students self-esteem

| | Integrated Students | | | | | | | | Other Students | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** |
| **n** | 0 | 22 | 41 | 121 | 21 | 48 | 21 | 253 | 0 | 11 | 146 | 36 | 2 | 57 | 22 | 252 |
| **%** | 0.0 | 8.7 | 16.2 | 47.8 | 8.3 | 19.0 | | | 0.0 | 4.4 | 57.9 | 14.3 | 0.8 | 22.6 | | |

45. Academic performance

| | Integrated Students | | | | | | | | Other Students | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** |
| **n** | 3 | 21 | 77 | 65 | 7 | 79 | 22 | 252 | 1 | 36 | 145 | 9 | 2 | 57 | 24 | 250 |
| **%** | 1.2 | 8.3 | 30.6 | 25.8 | 2.8 | 31.3 | | | 0.4 | 14.4 | 58.0 | 3.6 | 0.8 | 22.8 | | |

46. Work related behavior in the classroom

| | Integrated Students | | | | | | | | Other Students | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** |
| **n** | 8 | 28 | 58 | 79 | 8 | 67 | 26 | 248 | 4 | 40 | 128 | 17 | 2 | 55 | 28 | 246 |
| **%** | 3.2 | 11.3 | 23.4 | 31.9 | 3.2 | 27.0 | | | 1.6 | 16.3 | 52.0 | 6.9 | 0.8 | 22.4 | | |

47. Ability to work cooperatively with classmates

| | Integrated Students | | | | | | | | Other Students | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** |
| **n** | 4 | 21 | 49 | 99 | 20 | 58 | 23 | 251 | 2 | 23 | 85 | 78 | 10 | 51 | 25 | 249 |
| **%** | 1.6 | 8.4 | 19.5 | 39.4 | 8.0 | 23.1 | | | 0.8 | 9.2 | 34.1 | 31.3 | 4.0 | 20.5 | | |

48. Ability to interact within the social environment of the school

| | Integrated Students | | | | | | | | Other Students | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** |
| n | 4 | 17 | 41 | 112 | 30 | 49 | 21 | 253 | 2 | 10 | 122 | 56 | 9 | 48 | 27 | 247 |
| % | 1.6 | 6.7 | 16.2 | 44.3 | 11.9 | 19.4 | | | 0.8 | 4.0 | 49.4 | 22.7 | 3.6 | 19.4 | | |

49. Tolerance and understanding

| | Integrated Students | | | | | | | | Other Students | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** | **ML** | **L** | **ND** | **H** | **MH** | **DK** | **M** | **n** |
| n | 6 | 12 | 75 | 80 | 9 | 69 | 23 | 251 | 2 | 20 | 47 | 107 | 26 | 49 | 23 | 251 |
| % | 2.4 | 4.8 | 29.9 | 31.9 | 3.6 | 27.5 | | | 0.8 | 8.0 | 18.7 | 42.6 | 10.4 | 19.5 | | |

*In general, how effective do you feel integration is in meeting the needs of the following types of students? (Note: Please indicate "Not Applicable" (6) if you have not had experience with a particular disability type in your school.)*

**Key: 1 = Very Ineffective 2 = Ineffective 3 = Moderately Effective 4 = Effective 5 = Very Effective**
**6 = Not Applicable** (M=Missing)

50. Physically Disabled

| | Very Ineffective | Ineffective | Moderately Effective | Effective | Very Effective | Not Applicable | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 3 | 13 | 42 | 52 | 29 | 122 | 13 | 261 |
| % | 1.1 | 5.0 | 16.1 | 19.9 | 11.1 | 46.7 | | |

51. Hearing Impaired

| | Very Ineffective | Ineffective | Moderately Effective | Effective | Very Effective | Not Applicable | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 4 | 7 | 28 | 38 | 26 | 157 | 14 | 260 |
| % | 1.5 | 2.7 | 10.8 | 14.6 | 10.0 | 60.4 | | |

52. Visually Impaired

| | Very Ineffective | Ineffective | Moderately Effective | Effective | Very Effective | Not Applicable | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 3 | 12 | 21 | 26 | 4 | 192 | 16 | 258 |
| % | 1.2 | 4.7 | 8.1 | 10.1 | 1.6 | 74.4 | | |

53. Mildly Mentally Handicapped

| | Very Ineffective | Ineffective | Moderately Effective | Effective | Very Effective | Not Applicable | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 8 | 23 | 69 | 55 | 15 | 88 | 16 | 258 |
| % | 3.1 | 8.9 | 26.8 | 21.3 | 5.8 | 34.1 | | |

54. Moderately Mentally Handicapped

| | Very Ineffective | Ineffective | Moderately Effective | Effective | Very Effective | Not Applicable | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 9 | 35 | 62 | 34 | 8 | 109 | 17 | 257 |
| % | 3.5 | 13.6 | 24.1 | 13.2 | 3.1 | 42.4 | | |

55. Severely Mentally Handicapped

| | Very Ineffective | Ineffective | Moderately Effective | Effective | Very Effective | Not Applicable | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 29 | 26 | 29 | 16 | 2 | 154 | 18 | 256 |
| % | 11.3 | 10.2 | 11.3 | 6.3 | 0.8 | 60.2 | | |

56. Multi-Handicapped

| | Very Ineffective | Ineffective | Moderately Effective | Effective | Very Effective | Not Applicable | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 15 | 24 | 26 | 18 | 5 | 166 | 20 | 254 |
| % | 5.9 | 9.4 | 10.2 | 7.1 | 2.0 | 65.4 | | |

57. Learning Disabled

| | Very Ineffective | Ineffective | Moderately Effective | Effective | Very Effective | Not Applicable | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 15 | 43 | 77 | 75 | 19 | 28 | 17 | 257 |
| % | 5.8 | 16.7 | 30.0 | 29.2 | 7.4 | 10.9 | | |

58. Behavioral Problems

| | Very Ineffective | Ineffective | Moderately Effective | Effective | Very Effective | Not Applicable | M | n |
|---|---|---|---|---|---|---|---|---|
| n | 49 | 63 | 67 | 35 | 5 | 37 | 18 | 256 |
| % | 19.1 | 24.6 | 26.2 | 13.7 | 2.0 | 14.5 | | |

*Please use the following spaces to identify any other disability types that you have observed in students and rate the effectiveness of integration for each.*

Comments:

## III Satisfaction and Recommendations

The stated goal of Integrated Services is that "*...each child regardless of ability has a right to be a participating member in a regular classroom with children the same age.*"

59. How effective is the Yellowhead School Division in achieving this goal?

| | **Very Ineffective** | **Ineffective** | **Moderately Effective** | **Effective** | **Very Effective** | **No Opinion** | **M** | **n** |
|---|---|---|---|---|---|---|---|---|
| **n** | 5 | 27 | 25 | 114 | 64 | 27 | 12 | 262 |
| **%** | 1.9 | 10.3 | 9.6 | 43.5 | 24.4 | 10.3 | | |

60. In general, how satisfied are you with integration as it is currently operating in your school?

| | **Very Unsatisfied** | **Unsatisfied** | **Neutral** | **Satisfied** | **Very Satisfied** | **No Opinion** | **M** | **n** |
|---|---|---|---|---|---|---|---|---|
| **n** | 24 | 71 | 63 | 75 | 14 | 15 | 12 | 262 |
| **%** | 9.2 | 27.1 | 24.0 | 28.6 | 5.3 | 5.7 | | |

61. In general, how satisfied are you with integration as it is currently operating in the Yellowhead School Division as a whole?

| | **Very Unsatisfied** | **Unsatisfied** | **Neutral** | **Satisfied** | **Very Satisfied** | **No Opinion** | **M** | **n** |
|---|---|---|---|---|---|---|---|---|
| **n** | 18 | 71 | 53 | 59 | 7 | 55 | 12 | 262 |
| **%** | 6.9 | 27.1 | 19.8 | 22.5 | 2.7 | 21.0 | | |

62. What do you see as the strengths of integration in your school?

63. What do you see as the weaknesses of integration in your school?

64. Has anything happened to you or your school as a result of integration that surprised you or that you did not expect? (If yes, please explain.) ____________________

65. What issues do you feel currently need to be addressed by the Yellowhead School Division regarding the integration process? ____________________

66. What recommendations would you make to other school divisions considering the implementation of integration? ____________________

## Background Information

67. What level of school do you currently work in? (Missing = 13; n = 261)

| | n | % | |
|---|---|---|---|
| **Elementary** | 128 | 49.0 | (1) |
| **Junior High** | 22 | 8.4 | (2) |
| **Senior High** | 30 | 11.5 | (3) |
| **Combined Elementary/Junior High** | 27 | 10.3 | (4) |
| **Combined Junior/Senior High** | 43 | 16.5 | (5) |
| **Other** | 11 | 4.2 | (6) |

68. Approximately how many students are enrolled in your school? (Missing = 14; n = 260)

| | n | % | |
|---|---|---|---|
| **Under 100** | 18 | 6.9 | (1) |
| **100-150** | 8 | 3.1 | (2) |
| **151-200** | 19 | 7.3 | (3) |
| **201-250** | 46 | 17.7 | (4) |
| **More Than 250** | 169 | 65.0 | (5) |

69. What is your current position in the school? (Missing = 20; n = 254)

| | n | % | |
|---|---|---|---|
| **Classroom Teacher** | 149 | 58.7 | (1) |
| **Classroom Support Teacher** | 8 | 3.1 | (2) |
| **Teacher Aide** | 4 | 1.6 | (3) |
| **Classroom Aide** | 6 | 2.4 | (4) |
| **Clerical Aide** | 29 | 11.4 | (5) |
| **Custodial Staff** | 7 | 2.8 | (6) |
| **Principal** | 8 | 3.1 | (7) |
| **Assistant/Vice Principal** | 10 | 3.9 | (8) |
| **Other** | 33 | 13.0 | (9) |

For Teachers Only

70. Please use the following space to detail your current teaching assignments, the number of students in each class and the number of students who you directly teach that have an Individualized Education Plan (IEP). *[Note: Classroom Support Teachers only need indicate the total number of children with IEPs that they work with.]*

| | Teaching Assignment | Total # of Students | # of Students with IEP's |
|---|---|---|---|
| *example:* | *Grade Two* | *28* | *2* |
| *example:* | *Science 10* | *30* | *1* |
| | | | |
| | | | |
| | | | |
| | | | |

71. How many years teaching experience do you have (including the current school year)? (Missing = 83; n = 191)

| | n | % | |
|---|---|---|---|
| **This is my first year** | 17 | 8.9 | (1) |
| **2 to 5 years** | 33 | 17.3 | (2) |
| **6 to 10 years** | 31 | 16.2 | (3) |
| **11 to 15 years** | 49 | 25.7 | (4) |
| **16 to 20 years** | 28 | 14.7 | (5) |
| **21 to 25 years** | 16 | 8.4 | (6) |
| **More than 25 years** | 17 | 8.9 | (7) |

72. Do you have a degree specialization or diploma in Special Education? (Missing = 85; n = 189)

| | n | % | |
|---|---|---|---|
| **Yes** | 18 | 9.5 | (1) |
| **Working towards/Partially complete** | 3 | 1.6 | (2) |
| **No** | 168 | 88.9 | (3) |

For Teachers Only

73. Please list any courses, inservices or workshops you have taken that are relevant to integration and the year in which they were taken (Note: if you cannot recall the specific course title, the general topic covered will be sufficient).

| Name of Course | Year Taken |
|---|---|
| ______________________________ | __________ |
| ______________________________ | __________ |
| ______________________________ | __________ |
| ______________________________ | __________ |
| ______________________________ | __________ |

That concludes our part of the survey. Please use the space below to jot down any final comments you would like to make.

Final comments: ______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

Thank you for taking the time to participate in this survey. If you have any questions please call Gail Barrington or Carole Brownlees at (403) 289-2221 (Collect).

# APPENDIX 3
## Student Profiles - Additional Tables

Throughout Appendix 3, the following codes will apply:

a Student numbers 1 through n (n=total in sample) were arbitrarily assigned and do not reflect any kind of order (age, alphabetical, teacher respondent, etc)

b Academic performance: low = below 25th percentile relative to normative group
m = missing or insufficient data

c Adaptive functioning: low = in clinical range as defined by Achenbach (below 13th percentile)
m = missing or insufficient data

d Behaviour problems: # = the number of clinical scales (max = 8) on which problems were frequent or severe enough to be considered in clinical range as defined by Achenbach (above 98th percentile)
m = missing or insufficient data

## Table A1

## Combined Indices of Manifest Problems - H.R. Fox School (ECS-7)

| Student Number[a] | Special Needs | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] |
| 1 | m | m | 1 | m | - | - |
| 2 | low | low | 1 | - | - | - |
| 3 | low | low | - | - | - | - |
| 4 | low | low | - | - | - | - |
| 5 | low | - | - | - | - | - |
| 6 | low | low | - | - | - | - |
| 7 | low | low | 2 | low | - | - |
| 8 | low | low | 6 | - | - | - |
| 9 | low | low | 6 | - | - | - |
| 10 | low | - | - | - | - | - |
| 11 | low | - | 1 | m | m | - |
| 12 | low | - | - | low | - | - |
| 13 | low | low | - | - | - | - |
| 14 | low | low | 2 | - | - | - |
| 15 | low | low | - | low | - | - |
| 16 | low | - | - | low | - | 1 |
| 17 | m | - | - | - | - | - |
| 18 | low | - | - | - | - | - |
| 19 | low | low | 3 | low | - | - |
| 20 | low | low | - | low | - | - |
| 21 | low | low | - | - | - | - |
| 22 | low | low | - | - | - | - |
| 23 | low | low | 1 | - | - | - |
| 24 | m | m | m | - | - | - |

## Table A1 Combined Indices of Manifest Problems - H.R. Fox School (ECS-7) (cont'd)

| Student Number[a] | Special Needs | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] |
| 25 | low | - | - | - | - | - |
| 26 | low | low | - | - | - | - |
| 27 | low | - | - | - | - | - |
| 28 | low | low | 1 | - | - | - |
| 29 | low | - | - | - | - | - |
| 30 | - | - | - | - | - | - |
| 31 | low | - | - | - | - | - |
| 32 | low | low | 2 | - | - | - |
| 33 | low | - | - | - | - | - |
| 34 | low | - | - | - | - | - |
| 35 | low | low | 1 | - | - | - |
| 36 | low | low | - | - | - | - |

## Table A2

## Combined Indices of Manifest Problems - Fisher School (ECS-7)

| Student Number[a] | Special Needs | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] |
| 1 | low | low | 3 | - | - | - |
| 2 | low | - | - | - | - | - |
| 3 | low | - | - | - | - | - |
| 4 | low | low | - | - | - | - |
| 5 | - | - | - | - | - | - |
| 6 | low | low | - | low | - | - |
| 7 | low | - | - | low | low | - |
| 8 | low | low | - | low | - | - |
| 9 | low | low | 4 | - | - | - |
| 10 | low | - | - | - | - | - |
| 11 | low | low | 7 | low | m | 6 |
| 12 | low | low | 8 | - | - | - |
| 13 | low | low | 1 | - | - | - |
| 14 | low | low | 2 | - | - | - |
| 15 | - | low | 6 | - | - | - |

## Table A3

### Combined Indices of Manifest Problems - Odin School (ECS-1/4-6)

| Student Number[a] | Special Needs | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] |
| 1 | - | - | - | - | - | - |
| 2 | low | - | - | - | low | 2 |
| 3 | low | low | 2 | - | - | - |
| 4 | low | low | - | - | m | - |
| 5 | low | low | 2 | - | m | - |
| 6 | low | low | - | - | - | - |
| 7 | low | - | - | - | - | - |
| 8 | low | low | 1 | - | m | - |
| 9 | low | - | - | - | - | - |
| 10 | low | low | 1 | low | low | - |
| 11 | low | - | - | - | - | - |
| 12 | - | - | - | low | low | 1 |
| 13 | low | low | - | - | - | - |
| 14 | low | - | - | low | low | - |
| 15 | low | low | 3 | - | - | - |
| 16 | low | low | 4 | - | - | - |
| 17 | low | low | 3 | - | - | - |
| 18 | m | low | 1 | - | - | - |

## Table A4

## Combined Indices of Manifest Problems - Taylor School (ECS-6)

| Student Number[a] | Special Needs | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] |
| 1 | - | - | - | - | - | - |
| 2 | - | - | - | - | - | - |
| 3 | - | - | - | - | - | - |
| 4 | low | - | 1 | - | - | - |
| 5 | low | - | 1 | - | - | - |
| 6 | low | - | - | - | low | - |
| 7 | low | low | - | - | - | - |
| 8 | low | - | 1 | - | - | - |

## Table A5

## Combined Indices of Manifest Problems - Thorpe High School (8-12)

| Student Number[a] | Special Needs | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] |
| 1 | low | - | - | - | - | - |
| 2 | low | low | - | - | - | - |
| 3 | - | - | - | - | low | 1 |
| 4 | low | - | - | - | - | - |
| 5 | low | low | - | - | - | - |
| 6 | - | - | - | - | - | - |
| 7 | - | - | - | - | - | - |
| 8 | - | - | - | low | low | 1 |

## Table A6

## Combined Indices of Manifest Problems - Southside Composite School (10-12)

| Student Number[a] | Special Needs | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] | Academic Performance[b] | Adaptive Functioning[c] | Behaviour Problems[d] |
| 1 | m | low | 4 | - | - | |
| 2 | m | - | - | - | - | - |
| 3 | low | low | 8 | - | - | - |
| 4 | m | - | 1 | m | - | - |
| 5 | low | low | 2 | - | - | - |
| 6 | - | low | 1 | - | - | - |
| 7 | m | - | - | m | - | - |
| 8 | low | low | 3 | - | - | 2 |
| 9 | low | low | 4 | - | - | - |
| 10 | - | - | - | - | - | - |
| 11 | low | low | - | - | - | - |
| 12 | - | - | - | - | m | - |
| 13 | - | - | - | - | - | - |
| 14 | - | - | - | - | - | - |
| 15 | - | m | - | - | - | - |
| 16 | - | - | - | - | - | - |
| 17 | - | - | - | - | - | - |
| 18 | low | - | - | - | - | - |
| 19 | low | - | 4 | - | - | - |

# APPENDIX 4
# Interview Protocols

## Yellowhead School Division No. 12

### Integrated Services Review

### Interview Topics - Teachers

**1.00 HISTORICAL CONTEXT**

1.31 Services prior to integration
1.32 Change process - scope and timing
1.47 Responsiveness (local adaptation, interconnectedness, continuation)

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**2.00 IMPLEMENTATION PROCESS**

**2.20 Teachers**

2.21 Type and degree of training for integration
2.22 Support for integration at the local level
2.23 Opportunity for planning and feedback - communication about integration (timelines, regularity, chance for correction)
2.24 Opportunity to be involved in decision making about integration at the school level
2.25 Structures and networks that have advanced/retarded change
2.26 Collegial relations - impact of integration
2.27 Commitment to integration

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**3.00 PROGRAM OUTCOMES**

**3.10 Students**

3.11 Academic Performance
3.12 Social interaction

**3.20 Teachers**

3.21 Satisfaction with integration

**3.40 Goal Achievement**

**3.50 Unanticipated Outcomes**

**3.60 Unresolved Issues**

**3.70 Future Directions**

Other concerns/comments?

# Yellowhead School Division No. 12

## Integrated Services Review

## Interview Topics - Principals

**1.00 HISTORICAL CONTEXT**

1.47 Responsiveness (local adaptations, interconnectedness, continuation)

**2.00 Implementation Process**

**2.30 Administration - Local**

2.31 Promotion of training of staff re: integration
2.32 Availability of resources (financial, material, human)
2.33 Relations with Central Office
2.34 Shared mission at school level
2.35 Promotion of planning and feedback - communication about integration (timelines, regularity, chance for connection)
2.36 Response to local needs and traditions
2.37 Regularity of feedback on teacher performance
2.38 Commitment to integration
2.39 Integration routines - changes that have occurred as a result

**3.00 PROGRAM OUTCOMES**

**3.10 Students**
3.11 Academic performance
3.12 Social integration

**3.40 Goal Achievement**

**3.50 Unanticipated Outcomes**

**3.60 Unresolved Issues**

**3.70 Future Directions**

Other concerns/comments?

# Interview Questions for Central Office Staff

1. Role of the office in the development, implementation and monitoring of the integration policy (e.g. role of finance officer, curriculum expert, etc.)

2. Topics specific to role:

   a) Facilities - planning process and current facilities for special needs children.

   b) Human Resources Management - recruitment, deployment evaluation and inservice issues related to special needs children.

   c) Student Services - assessment, placement and evaluation of special needs children.

   d) Financial Management - identification of changes in fiscal resources since 1986-87 for the education of special needs children.

   e) Transportation Management - provision of appropriate transportation for special needs children.

3. Comments on the change process that has occurred over the five-year period.

4. Has the goal of the division been achieved?

5. What unanticipated outcomes (surprises) have resulted?

6. What issues remain unresolved with regard to integration?

7. What impacts have been observed by you in:

   a) The Central Office
   b) The Schools
   c) The Community

8. Other comments?

# Interview Questions for Trustees

1. Role of the Board in the development, implementation and monitoring of the integration policy.
2. Governance issues that relate to special needs children.
3. Comments on the change process that has occurred over the five-year period.
4. Has the goal of the division been achieved?
5. What unanticipated outcomes (surprises) have resulted?
6. What issues remain unresolved with regard to integration?
7. What impacts have been observed by you in the community?
8. Other comments?

# Parent
# Interview Protocol

## Opening Statement

Hello, my name is ______. It's very nice to meet you Mr/Mrs/Ms ______. Before we start, I would like to give you a little background on this research project. The project has been commissioned by the Premier's Council on the Status of Persons with Disabilities to obtain community input on the Yellowhead School Division's Integrated Services. I want to make it clear that this information is for the province and as such it is completely independent of the Yellowhead School District. The province has hired Gail V. Barrington & Associates, a consulting firm in Calgary, to put together the report and she has, in turn, contracted me to conduct these interviews. We feel that it is very important to include parents' opinions on this project in the final report because it gives us a perspective that we can't obtain otherwise.

I would like to assure you that anything you say will be kept strictly confidential and anonymous. No names will be attached to the interview, and in the final report, all statements will be pooled so that no one person can be identified.

Do you mind if I record the interview? It will make it easier for me to remember exactly what you said when I compile my report. I'm the only one who will hear the tape and it will be destroyed once my report is written.

How many children do you have in the school? Names?

Any questions before we get started? Coffee?

All right, the interview itself should only take 30 minutes of your time.

Just to refresh your memory as to what we're going to discuss today, I'm going to quote the goal of Integrated Services in the Yellowhead School Division. It states that "each child, regardless of ability has a right to be a participating member in a regular classroom with children of the same age."

## YELLOWHEAD SCHOOL DIVISION

## INTEGRATED SERVICES REVIEW

## INTERVIEW PROTOCOL - PARENTS (SPECIAL NEEDS)

| | |
|---|---|
| **1.50** | **Community Response to change in policy** |
| | 1. How do you feel about this policy to integrate special needs children into the regular classroom? |
| **2.11** | **Change in the level of tolerance of school children toward the students with special needs** |
| | 1. Have you noticed any positive or negative changes in the behavior of your child's schoolmates toward your child since integration began? |
| | 2. Can you describe any incidents where your child has experienced conflicts or positive interactions with other students because of his/her special need? |
| **2.12** | **Change in self-esteem of children with special needs** |
| | 1. Have you noticed any changes in your child's self-confidence or self-esteem since he/she was integrated into the regular classroom? |
| **2.13** | **Change in academic performance since integration** |
| | 1. Have you noticed any changes in your child's academic performance or level of achievement since he/she was integrated? |
| | 2. In terms of social skills, have you noticed any changes in your child's ability to function in school on a day to day basis? |
| **2.14** | **Change in behavior or social skills (social interaction) since integration** |
| | 1. Can you describe any overall behavior changes in your child since he/she was integrated into the regular classroom? |
| | 2. Have you noticed any changes in the number of types of friends your child has made since being integrated? |
| | 3. Have you noticed any changes in your child's ability to interact with family, teachers, other adults since integration began? |
| **3.13** | **Satisfaction of students re: integration** |
| | 1. I know you can't know exactly what your child is thinking, but based on your own observations, how satisfied do you think he/she is with the experience of being integrated into the regular classroom? |
| | 2. Can you provide any examples that might illustrate this? |

| | |
|---|---|
| **3.31** | **Satisfaction of Parents re: integration** |
| | 1. And how about you? How satisfied are you personally with the integration process? Can you provide any examples that might illustrate this? |
| **3.40** | **Goal Achievement** |
| | Now, I'm just going to reiterate the goal of Integrated Services in the Yellowhead School Division which is that "each child, regardless of ability has a right to be a participating member in a regular classroom with children the same age." |
| | 1. Do you think that the Yellowhead School district is achieving this goal? Why or why not? |
| **3.50** | **Unanticipated Outcomes** |
| | 1. Has anything happened as a result of integration that surprised you or that you did not expect? |
| **3.60** | **Unresolved Issues** |
| | 1. Are there any issues you feel need to be addressed by the Yellowhead School Division regarding the integration process in schools? |
| **3.70** | **Future Directions** |
| | 1. Do you have any recommendations you would like to make to the Yellowhead School Division regarding the future of Integrated Services? Remember these are for the Premier's Council report and will only appear in summary form in the final report. |
| | 2. Was there anything I didn't cover that you would like to address? Do you have any further comments? Thank you very much for your time and candor. Your opinions as a parent are very important to us. |

# YELLOWHEAD SCHOOL DIVISION

## INTEGRATED SERVICES REVIEW

## INTERVIEW PROTOCOL - PARENTS (NON-SPECIAL NEED)

| | |
|---|---|
| **1.50** | **Community Response to change in policy** |
| | 1. How do you feel about this policy to integrate special needs children into the regular classroom? |
| **2.11** | **Change in the level of tolerance of school children toward students with special needs** |
| | 1. Have you noticed any positive or negative changes in your child's attitudes or behaviors toward individuals with special needs since integration began? |
| | 2. Can you describe any incidents where your child has experienced conflict or positive interactions with a special needs child? |
| **2.12** | **Change in self-esteem of children with special needs** |
| | 1. Have you noticed any changes in your child's self-confidence or self-esteem since integration began? |
| **2.13** | **Change in academic performance since integration** |
| | 1. Have you noticed any changes in your child's academic performance or level of achievement since integration began? |
| | 2. In terms of social skills, have you noticed any changes in your child's ability to function in school on a day to day basis? |
| **2.14** | **Change in behavior or social skills (social interaction) since integration** |
| | 1. Can you describe any overall behavior changes in your child since integration began? |
| | 2. Have you noticed any changes in your child's social relationships since integration began? |
| **3.13** | **Satisfaction of students re: integration** |
| | 1. I know you can't know exactly what your child is thinking, but based on your own observations, how satisfied do you think he/she is with the integration process at (name of school)? |
| | 2. Can you provide any examples that might illustrate this? |

| | |
|---|---|
| 3.31 | **Satisfaction of Parents re: integration** |
| | 1. And how about you? How satisfied are you personally with the integration process? Can you provide any examples that might illustrate this? |
| 3.40 | **Goal Achievement** |
| | Now, I'm just going to reiterate the goal of Integrated Services in the Yellowhead School Division which is that "each child, regardless of ability has a right to be a participating member in a regular classroom with children the same age." |
| | 1. Do you think that the Yellowhead School District is achieving this goal? Why or why not? |
| 3.50 | **Unanticipated Outcomes** |
| | 1. Has anything happened as a result of integration that surprised you or that you did not expect? |
| 3.60 | **Unresolved Issues** |
| | 1. Are there any issues you feel need to be addressed by the Yellowhead School Division regarding the integration process in schools? |
| 3.70 | **Future Directions** |
| | 1. Do you have any recommendations you would like to make to the Yellowhead School Division regarding the future of Integrated Services? Remember these are for the Premier's Council report and will only appear in summary form in the final report. |
| | 2. Was there anything I didn't cover that you would like to address? Do you have any further comments? Thank you very much for your time and candor. Your opinions as a parent are very important to us. |